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ABSTRACT

This teaching guide was created for school districts and other agencies to use in developing and teaching sexual abuse prevention education programs at the secondary school level. The first section presents an eight-step approach to the development of a program at the secondary school level. The second section discusses special issues in teaching prevention education, offers suggestions for creating a classroom atmosphere conducive to discussions about a topic as sensitive as sexual abuse, and provides information to help the teacher become comfortable with the subject of sexual abuse and answer difficult questions students might ask. The third section contains 23 activities for teaching adolescents the knowledge and skills to prevent victimization. The activities are divided into seven areas: (1) facts about sexual abuse; (2) feelings; (3) personal safety skills; (4) assertiveness skills; (5) skills to prevent date rape; (6) getting help; and (7) media influences. Appendix A contains background information on sexual abuse and prevention education with a special focus on adolescents. Other appendices provide samples of reporting policies, indicators of sexual abuse, intervention and treatment processes, group processes, evaluation guidelines, and forms and lists of national resources. A selected bibliography lists resources for background information and program development, as well as curricula, books for parents, supplemental materials, and films. (NB)

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A Teaching Guide to Preventing Adolescent Sexual Abuse

Joan Krebill
and Julie Taylor

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A Teaching Guide to Preventing Adolescent Sexual Abuse

Joan Krebill and Julie Taylor

Network Publications, a division of ETR Associates
Santa Cruz, CA, 1988

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Preface

Initial school-based sexual abuse prevention education in the late 1970s and early 1980s focused on elementary-age children. With the growing realization that adolescents are being victimized at least to the same extent as younger children, prevention efforts are finally expanding to include them. However, in the rush to provide help to this age group, educators sometimes fail to consider their developmental characteristics and needs. The resulting programs and materials are merely extensions of those developed for younger children.

In the fall of 1985, ETR Associates received funding from the National Center on Child Abuse and Neglect, Department of Health and Human Services, to develop a training program that would increase school-based adolescent sexual abuse prevention education nationwide.

Five four-day trainings were held in major U.S. cities in the fall of 1986. Two hundred thirty people attended, representing 68 school districts and 25 community agencies. Participants learned a process for developing prevention programs at the secondary level. Then they observed and practiced classroom activities for teaching adolescents to prevent their own victimization.

Six months after completing the trainings, 46 school districts had implemented programs; over 13,000 adolescents had received prevention education. Other districts were in the process of developing programs.

Many school districts were unable to attend the trainings because of enrollment limits. These districts and many others requested information and materials to help develop school-based programs, and expressed frustration in the lack of existing materials for the secondary level. This teaching guide was written in response to the clear need that exists for materials specifically designed for preventing adolescent sexual abuse.

In developing appropriate and effective strategies, techniques and materials for teens, it is useful to consider three important factors. First, between the ages of 10 and 19, adolescents experience dramatic changes physically, psychologically and socially. One of the primary changes is a shift from concrete to abstract thinking. As a result, teens not only want to know what sexual abuse is, they want to know why it happens. Whereas junior high students can participate in discussions about victims, offenders and situations in which abuse occurs, senior high students are ready to talk about societal factors such as the influence of media and sex role expectations.

Abstract thinking enables adolescents to analyze problems as they think through a decision-making process. Thus, while programs for younger children teach how to respond to abuse (e.g., say no, get away, tell someone), programs for adolescents need to present problems (e.g., "what if" situations) that allow them to determine alternative actions in a given situation and possible positive and negative consequences of each action. Junior high school students will need situations that relate to their recent or present experiences; senior high school students can imagine situations that might occur in the future.

A second major change is the establishment of a personal identity, and with that a greater need for independence and risk taking. Peers replace adults as the major influence in the adolescent's life and the fear of not being liked or of looking foolish are strong determinants of behavior. Rules from adults are questioned and challenged. Thus, while prevention programs for young children can teach safety rules, programs for adolescents need to teach about potential consequences of risk taking, give them decision-making skills and encourage them to develop their own safety rules.

Finally, this is the age when young people begin to develop a sexual identity. Dating will probably begin during these years and the risk of date rape should be considered. While the issue of consent is irrelevant for younger children (e.g., they are not developmentally able to give consent to sexual activity), an understanding of consent is an important aspect of adolescent sexual abuse prevention education. Teenagers need to learn how to set limits on their sexual behavior and how to communicate those limits to others.

As programs for adolescents continue to expand, we will no doubt learn more about how to give our young people the knowledge and skills they need to avoid becoming victims of abuse. We hope the information in this guide contributes significantly to that effort.

The guide is a result of the commitment and efforts of many people and organizations. Special appreciation is extended to the following:

- The school district and agency representatives who attended ETR Associates' Adolescent Sexual Abuse Prevention Education Trainings. These educators provided valuable feedback on the program development process and the classroom activities included in this guide.

- The people and organizations who gave permission for their concepts and activities to be included.

- Ellen Wagman of ETR Associates, whose professional experience and expertise in program development served as the basis for the important first section of this guide.

- Sarah Lamb, for her careful copyediting, and Candace Wilkerson and Valerie Dunkle, who spent numerous hours wordprocessing the guide.

Premises of the Guide

This teaching guide was created for school districts and other agencies to use in developing and teaching sexual abuse prevention education programs at the secondary level. The information and activities in the guide are based on several premises about the sexual abuse of adolescents and the knowledge and skills they need to prevent their victimization.

The first premise, which should be obvious, is that adolescents deserve a life free from abuse. Adolescents' behavior may be confusing and frustrating at times. They often take risks and defy authority, and they may experiment sexually. None of these behaviors excuse the abuse of adolescents.

The second premise is that education can be effective in preventing the sexual abuse of adolescents. Research has shown that if children learn skills to resist abuse, they can help prevent their own victimization.

The third premise is that the most effective prevention education programs are school-based. Whether the education is provided by school or community agency personnel, classrooms provide a unique opportunity for reaching a large number of adolescents over a period of time.

The final premise is that adolescent sexual abuse prevention education should include:

- A balance of primary and secondary prevention (Primary prevention teaches skills to prevent initial abuse; secondary prevention teaches who and how to tell if abuse has already occurred.)
- Examples of healthy sexuality and good and nurturing touch
- Information about abuse by strangers, relatives and acquaintances
- Activities to help adolescents clarify the facts about sexual abuse, identify and act on their feelings about abusive situations, and get help if they are abused

Contents of the Guide

This guide is divided into five sections. The first, "Eight Steps to Program Development," presents an eight-step approach to the development of a program at the secondary level.

The second and third sections deal with classroom implementation of a program. "Preparing to Teach" discusses special issues in teaching prevention education. Suggestions are offered for creating a classroom atmosphere that is conducive to discussions about a topic as sensitive as sexual abuse. Information is also provided to help the teacher become comfortable with the subject of sexual abuse, as well as answer difficult questions students might ask.

"Classroom Activities" consists of 23 activities for teaching adolescents the knowledge and skills to prevent their victimization. The activities are divided into seven areas: (1) Facts About Sexual

Abuse; (2) Feelings; (3) Personal Safety Skills; (4) Assertiveness Skills; (5) Skills to Prevent Date Rape; (6) Getting Help; and (7) Media Influences.

In Section Four, Appendix A contains background information on sexual abuse and prevention education with a special focus on adolescents. Appropriate articles by nationally recognized experts were selected to give the educator a broad overview of the groundwork that has taken place in prevention studies. The article on developmental issue in adolescent abuse was written to fill a gap in the existing literature.

The remainder of the appendixes provide tools to help you teach: samples of reporting policies, indicators of sexual abuse, intervention and treatment processes, group processes, evaluation guidelines and forms and list of national resources.

Finally, a selected bibliography lists resources for background information and program development, as well as curricula, books for parents, supplemental materials and films.

How to Use the Guide

Every attempt has been made to include all of the necessary information for both developing and implementing an adolescent sexual abuse prevention education program. However, this guide is not intended to be used as a cookbook. The information presented here should augment the expertise of people involved in the development of the program and can be adapted to meet the needs of school and community.

This guide is for use by both school districts and community agencies. References to teachers should be construed as referring to both classroom teachers and community educators.

I

EIGHT STEPS TO PROGRAM DEVELOPMENT

Introduction

The development of a school-based program for an issue as sensitive as sexual abuse prevention can be a time consuming and frustrating task. If the program is to become an integrated part of the curriculum, development may mean securing funding when the emphasis is on basic education; selecting or developing a curriculum that is acceptable to the most conservative elements within the community; and convincing the administration, from school principals to the school board, that the program is necessary and important.

To assist you with the process, this section presents a step-by-step approach to developing a sexual abuse prevention education program at the secondary level. Whether you are working as one or a group, from within or outside the school system, as administrator or teacher, we encourage using this approach. As Carol Plummer urged in *The Educator's Guide to Preventing Sexual Abuse* (Nelson and Clark, eds., 1986): "While the need is urgent, the process will determine the longevity of any prevention program."

The information in this section and the order in which it is presented reflects this approach. You will first find a discussion of why and how to develop a rationale for your program. Next are suggestions for involving the school administration, followed by information on how to gain the support of the community agencies that will be key to the development and implementation of a prevention education program.

Guidelines for establishing and using an advisory committee to assist in program development are then provided. Suggestions for establishing or updating the district's child abuse reporting policy are followed by information to assist in the development or selection of the program curriculum. The curriculum information includes a list of potential topics, suggested processes for prioritizing the topics, criteria to use in evaluating existing curricula, suggestions for fitting sexual abuse prevention into an already crowded curriculum and resources for evaluating the curriculum after it is implemented.

The next component of this section provides information to help select and train classroom teachers. Finally, the section provides suggestions for educating parents about the prevention of sexual abuse and notifying them about the prevention program their adolescent will receive in school.

This eight-step process is a model that has worked for many districts in developing sexual abuse prevention education programs. You may, however, need to adapt the process and information to fit the needs of your school district and community.

Above all, be realistic in your expectations. The development process may take a year or longer. You do not have to do it alone. Use the resources available in the school and community to help you in the process. If the program is implemented in only one classroom, remember that your efforts have led to 25-30 adolescents receiving the information that may prevent their victimization.

Step 1
Start with a Program Rationale

An important first step, one that is often omitted in developing a sexual abuse prevention education program, is the development of a program rationale. This is a written statement describing the reasons behind the development of a program. Although the rationale may feel like a delay in accomplishing more important goals in program development, it should be done thoroughly in order to set the tone of the steps that follow. If you skip this step you will probably find a need to develop a rationale sometime later in the process.

A program rationale should present convincing evidence that the problem of adolescent sexual abuse exists within the community. The following national statistics provide one source of evidence:

- One out of six children (both boys and girls) are victims of sexual abuse before the age of 18.
- Five children in any classroom of 25 have been or will be sexually abused by the time they finish high school.
- One-third to two-thirds of child sexual abuse cases are never reported.
- Sixty to seventy percent of the reported cases of child sexual abuse involve adolescent victims.

State and local statistics will be your most effective source of evidence. You will usually be able to get these statistics from a child abuse reporting agency, rape relief agency or law enforcement organization. Local stories about sexual abuse will make your statistics more meaningful. School social workers or counselors can usually provide you with case studies. Be sure to maintain the anonymity of the victims.

The effects of sexual abuse on the victim, the school, the community and society provide additional evidence of the problem. The following list of potential effects of sexual abuse will add to your proof of the severity of the problem:

- Academic difficulties (Sexual abuse interferes with the victim's ability to concentrate and learn.)
- Self destructive behaviors (e.g., truancy from school, substance abuse, running away, suicidal gestures, promiscuity, prostitution)
- Hostile and aggressive behavior (The adolescent victim may transfer his/her anger toward others, especially people in authority such as teachers and principals.)
- Alienation from family members

After establishing that adolescent abuse is a problem in the community, a program rationale should discuss the importance of prevention education. Whereas the extent and effects of sexual abuse clearly speak to the need for prevention, a comparison of the costs of treatment versus the costs of prevention may convince the less sympathetic of the need for prevention. Community mental health agencies will usually provide information on the average cost of treatment for a victim of sexual abuse. Generally, victim treatment costs $2,000-$5,000 a year; prevention may cost as little as $3-$5 per student.

Finally, a program rationale should describe how schools play a role in prevention. Schools are important in prevention education because:

- Schools see children over a period of time.
- Sexual abuse affects the learning ability of the victim and the environment of the classroom.
- As mandated reporters, schools already have a role in sexual abuse prevention.
- As a focal point of the community, schools help establish community standards.

The rationale should conclude with a statement of the district's commitment to the prevention of sexual abuse.

Your completed rationale will serve as a written statement to assist you in many of the succeeding steps toward the development of your program. A rationale can also help convince the school board of the need for a sexual abuse prevention education program. It will provide information to the media when they want to publicize your efforts. And it may convince local funding sources to help purchase a curriculum or a film.

Step 2

Secure Administrative Involvement and Support

The support and commitment of school administrators is essential to the success of a sexual abuse prevention education program. Your chances of securing their involvement and support are increased if you can answer their questions and concerns, involve them early in the development process and keep them informed.

Answering Administrators' Questions*

The following are possible responses to questions often asked by administrators about sexual abuse and prevention education:

Are there students in my school who have been sexually abused?
The first step in preventing sexual exploitation of adolescents is to recognize that the problem exists. Statistics indicate that at least one in four girls and one in ten boys will have been sexually abused by age 18. Adolescents are the victims in 60-70% of reported cases. Every school classroom has at least one victim of sexual abuse.

Is reporting child sexual abuse the job of the schools?
The legislatures of all 52 states have recognized that children are vulnerable to abuse. Therefore, those professionals who provide services to children, including educators, are mandated to report suspected sexual abuse cases. Failure to do so is considered a misdemeanor.

If schools report abuse, will that cause parents to distrust and avoid schools?
Experience has shown that the majority of parents support school district efforts to prevent abuse. In many families, this has provided the impetus to seek help. Even though a report may increase stress in a family, we must act in the best interests of children and the community.

How can schools prepare staff to meet the challenge of recognizing and dealing effectively with adolescent sexual abuse?
A systematic training program regarding the indicators of sexual abuse, the handling of disclosures and the reporting process should be made available to all staff members.

What special problems do abused adolescents have?
Sexually victimized adolescents host a variety of problems: poor interpersonal and communication skills (particularly with adults), low self-esteem, learning difficulties, seemingly irrational fears, preoccupation with sexual matters, physical distress and potential self-destructive tendencies.

What can be done to help adolescents who have been abused?
The first step is to stop the abuse through the reporting and investigative processes. Secondly, the affected parties must become involved in an intensive treatment program designed to remedy the problem. Thirdly, teachers, counselors and administrators can help these adolescents by responding to their needs in an empathic manner.

What can schools do to prevent adolescent sexual abuse?
Increasingly, school districts are teaching prevention education at the secondary level.

How can school staff be helped to be effective in teaching the lessons for sexual abuse prevention?
Inservice training can prepare teachers to teach sexual abuse prevention education.

How does sexual abuse prevention relate to other school programs?
Self protection is one of the most basic human skills. Strategies used in sexual abuse prevention education generally enhance the acquisition of academic basic skills.

Is there hope for reducing sexual abuse?
Our students of today are parents of the future. If we instruct them now, sexual victimization will not have to be a part of their lives and they will be better equipped to face tomorrow.

---

*Adapted from: *Child Sexual Abuse: Ten Questions Most Often Asked by School Administrators*. Council on Child Sexual Abuse, Tacoma, WA.

Responding to Administrators' Concerns*

The following are some of the most common concerns about developing a prevention education program expressed by administrators, and some possible responses to their concerns:

We don't have funding for a new program.
If the course is taught as part of a safety, family life or health class it will cost very little (i.e., a small amount for films and materials). Funding is available through PTAs, private foundations, local business groups and local, state and federal grants.

Parents will be against the program.
Parents and communities, no matter how conservative, are concerned about sexual abuse. When they are involved in the development of the program and their concerns are addressed, they are most often supportive.

The program will not be accepted because the community is anti-sex education.
Sexual abuse prevention education has been accepted in communities that do not accept sex education because the emphasis is on personal safety and sexual abuse prevention.

Sexual abuse is not a problem in the community.
Share facts known about the scope of the problem nationally. Gather local statistics to document community need.

Sexual abuse prevention is not the school's responsibility.
Adolescents need to have a trusted adult to whom they can report abuse. Educators are often placed in that role.

Provide information to show that education is one way to stop sexual abuse by breaking the conspiracy of silence and secrecy.

Provide information about the impact of sexual abuse on the learning environment of the classroom.

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*Developed by ETR Associates, Santa Cruz, CA, in cooperation with Caren Adams and Jennifer Fay, 1985.

Involving Administrators*

To involve administrators in the early stages of the development of the program:

1. Go as a team when meeting with the school board or administration.

2. Know the district procedures for meeting with board and administration and follow them.

3. Get advice from individual board members or administrators as to what information their group will want and what kind of support they can give.

4. Attend a board and/or administration meeting in advance to become familiar with:

    a. The setting and procedures.

    b. The types of presentations other groups make.

    c. The types of questions school board members and administrators ask.

5. Prior to meeting with the board and/or administration, clarify for yourself the action you want them to take, such as:

    a. A commitment to and approval of the program.

    b. Cooperation in implementing the program (i.e., funding, scheduling).

    c. Approval of attendance in an adolescent sexual abuse prevention education training program.

    d. Approval of program goals and curriculum, or

    e. Help in forming an advisory committee (i.e., clarifications of its roles and decision-making power).

    (Be sure your goals and timelines are reasonable.)

6. Meet with board members and administrators individually to:

    a. Answer their questions and respond to concerns (conflicts with personal beliefs, fear of opposition, practical problems related to teacher selection and scheduling).

    b. Explain the program in a setting that is nonemotional and relatively free from distraction and other business.

    c. Get advice on how to approach other board members or administrators

7. Be prepared to share:

    a. Documentation of the need and support for sexual abuse prevention education.

    b. Local examples demonstrating the need for an adolescent program.

    c. Letters or statements of support from parents and influential members of your community.

8. Once the development of your program is underway and you have made initial contacts with the school board and administration, it will be important to your continued success to keep the decisionmakers informed:

    a. Maintain one-to-one contacts.

    b. Report program progress regularly at school board and administrator meetings.

    c. Invite school board and administrative representatives to serve on the advisory committee.

    d. Send each board member and administrator copies of advisory committee agendas and minutes.

    e. Notify board members and administrators any time you are presenting information on the development of the program.

The Administrator's Role*

The following are possible roles administrators can play in the development of a prevention education program:

1. Selection of appropriate staff to be involved in the development process.

2. Assisting in the formation of an advisory committee.

3. Supporting staff in communicating with parents and members of the community.

4. Supporting staff training.

5. Monitoring the program to be sure it is proceeding as planned.

6. Keeping up to date on all facets of the program.

---

*Adapted from: *Family Life/Human Sexuality Education, A Program Planning Guide for School District Administrators,* Albany, NY: University of New York, State Education Department, Bureau of Health and Drug Education and Services, 1981.

Step 3
Involve Community Agencies

The development of a sexual abuse prevention program requires the involvement and support of community agencies more than any other school-based program. An array of sexual abuse prevention, intervention and treatment services are provided by public and private agencies in most communities.

Child abuse councils, rape relief agencies or child abuse prevention organizations conduct sexual abuse prevention activities in many communities. These agencies can provide valuable expertise and resources (e.g., guest speakers) during the development of a program and classroom implementation. Sexual abuse prevention efforts need to be coordinated, rather than compete with each other.

Prevention education inevitably leads to an increase in reports of cases. Agencies such as child protective services, law enforcement and the judicial system need to know of any prevention efforts so they can prepare for the increase in reports. They can also provide input on reporting policies and procedures.

Other community agencies to involve in the development process include treatment agencies, both public (e.g., community mental health) and private. They need to be informed of prevention efforts that will increase reports and treatment needs. These agencies can provide advice on how to sensitively and effectively process disclosures of abuse and how the school can support victims.

Many communities have multi-disciplinary teams or coordinating councils to bring together the agencies involved in sexual abuse prevention, intervention and treatment. Attending the meetings of these groups is a good way o secure their involvement and support. Another way is to include representatives from these agencies on your advisory committee.

Step 4
Form An Advisory Committee

School personnel, staff from appropriate community agencies, parents and students are all vital to the successful development and implementation of a program. An advisory committee made up of representatives from these diverse elements is one way to secure and maintain their involvement and support. The following are suggestions for the formation, purposes and functioning of an advisory committee.

Members of the Committee

1. Membership should include a balance of school district personnel, parents, students and community members such as child protective service workers, law enforcement, health and social service professionals.

2. Membership should reflect the racial, religious, political, economic and geographic balance of your district and should include both males and females.

3. The committee should be small enough to function efficiently, yet large enough to be representative of your community. Ten to twenty-five members is the optimum size. If the committee needs to be larger, establish subcommittees.

Recruiting Committee Members

1. Ask principals and school board members for suggestions.

2. Ask for volunteers from parent teacher associations or other parent groups.

3. Invite specific people (i.e., medical/social service professionals, child protective service workers, law enforcement) to serve on the committee.

4. Appoint appropriate district administrators, teachers, nurses, counselors and students.

5. Use existing committees willing to focus on sexual abuse prevention education (i.e., health curriculum committees, school site councils).

Purposes of the Committee

In the initial stages of program development, committee members can:

1. Provide input into curriculum development and the selection of audiovisual and other educational materials.

2. Serve as sounding boards for community and parent questions and concerns.

3. Make presentations to the school board and other groups to inform parents and community members about the program.

After the program is in place, committee members can:

1. Continue to do all of the above.

2. Give input on program revisions or expansions.

3. Review new audiovisual and other materials on an ongoing basis.

Operating Procedures for the Committee

1. Establish an official status for the committee by requesting that the school board charge the committee with specific tasks, provide an adequate meeting place and provide clerical and administrative assistance as needed.

2. Advisory Committee members will need an orientation to function effectively. Their orientation should include the purpose and goals of the committee and information about sexual abuse prevention education.

3. Appoint/elect a chair and vice chair. The role of an advisory committee chair is outlined below. It is important that this person (preferably a layperson) be experienced in running meetings.

4. Appoint/elect a secretary to keep regular minutes. You may want to share minutes with administrators and school board members.

5. Determine who will vote and how decisions are made (i.e., by consensus, majority vote, etc.). A Consensus Decision-Making Process is described on page 12.

6. Use group processes (brainstorming, pyramiding, paired weighting, consensus decision making, etc.). Descriptions of two group processes are contained in Appendix B.4.

7. Use a written agenda at each meeting, preferably one that includes a timeline. You may want to publicize this agenda prior to the meeting to keep the public informed.

8. Set a specific time frame for each meeting. Begin and end on time.

9. Determine a process for public input. For example, set aside a specific amount of time at each meeting to hear comments from the community

10. Determine a process for handling disruptions by:

    a. Limiting the time each person may speak.

    b. Requiring speakers to identify themselves and their group affiliation.

    c. Clearly defining the role of observers at meetings. (i.e., Observers are silent during business meeting with specific time set aside for hearing their input.)

    d. Asking a disruptive group to appoint a leader to speak about their concerns.

Role of the Chair*

The most effective role the chair can assume is that of a facilitator. This insures that all members of an advisory committee are given the opportunity to participate. Whereas a traditional chair decides what and how business will be conducted and uses rules of order, a facilitator asks, suggests and reminds while keeping members on the topic. Generally, the job of the facilitator is to provide just enough structure so that what happens between members does not interfere with the topic on the agenda. The outline below describes the specific tasks of a facilitator:

Keep members on the topic.

1. Let members know when the discussion has drifted. Usually they will quickly return to the topic at hand.

2. Repeat the topic under discussion (i.e., "We were discussing...").

Summarize what members have said.

1. Restate what less active members have said (i.e., "Your feeling is that...").

2. Relate what one person says to others' ideas (i.e., "It sounds like you're adding to what ____________ said").

3. Accept parts of ideas and ask if the person can develop the idea more.

4. Let members know when they have interrupted someone and ask the person who was interrupted to finish what they were saying (i.e., "I think we've cut you off—did you have more to say?").

Let people know that feelings are okay.

Summarize feelings as well as content (i.e., "You seem to be disturbed about...").

State the problem in a constructive way so people can work on it.

1. State the problem like a problem, not like someone is at fault.

2. Give the group problems and questions, not answers.

3. State the decisions the group needs to make so people don't waste their time on less important matters.

Suggest ways to solve the problems.

1. Let members know when it's time to move on to the next problem or agenda item.

2. Try to break up big problems into workable pieces; deal with each piece separately.

3. Use consensus to solve problems or make decisions (see page 12).

Periodically Summarize What Has Happened or Been Decided.

Restate group decisions after they have been reached. To be effective facilitators need to remain neutral. They should not become key participants in what is happening, nor try to manipulate the group by using their role to get a personal agenda on the table.

A Facilitator Should Specifically Avoid:

1. Criticizing the ideas or values of others.

2. Using the facilitator role to force his/her ideas on the group. (When you must add your own ideas, let people know you are doing so as a member and not as a facilitator. It may be better to ask someone else to be the facilitator so you can get into the battle.)

3. Making decisions for other members without asking them for agreement.

4. Saying a lot or getting too involved.

Consensus Decision Making

The consensus decision-making process is one way to insure that decisions made by an advisory committee represent the views of its members. The steps in the process are:

1. Define the problem, situation or issue that requires a decision.

2. Brainstorm a list of all possible alternatives.

3. Review, change, consolidate and rewrite the list of alternatives and set priorities.

4. Make a decision (see Guidelines and Hints below).

5. Implement the decision: who will do what by when and how.

6. Evaluate the results of the decision.

Guidelines and Hints

1. Modify the process to fit the group and the type of decision. Reserve the full process for complex and important issues. Do not overburden members by breaking into subgroups to decide unimportant issues.

2. Think about using committees to gather the relevant information for a particular decision. The use of committees can save time.

3. Attempt to satisfy objections. In consensus decision making, there is a great deal of power invested in every member. That power should be used sparingly and in a responsible man-

ner. Members should only use their blocking power for "serious, principled objection." Try to find ways to satisfy objections rather than to block consensus.

4. Be aware of time pressures. Plan ahead for time to develop consensus on vital decisions. Be willing to extend the time or postpone a decision until the next meeting.
5. Be aware of members who have difficulty expressing their ideas and help them express their ideas. Be aware of members with linguistic and cultural differences and support them.
6. Always look for the common ground where members can begin to agree on something and work from there.
7. Don't take the attitude that a meeting is a competitive event where someone has to win and someone has to lose. When a stalemate occurs, look for the most acceptable alternative and work from there.
8. Avoid arguing for your point of view. Present your views clearly and logically and then listen to what others have to say.
9. Don't resort to conflict reducers such as bargaining, majority votes or flipping a coin. Work it out.
10. Don't be afraid of differences. It's natural for people to disagree and have differing points of view. In fact, encourage expression of all sides of an issue. The more information and input, the better the decision.
11. Don't change your mind or withdraw an objection simply to stay away from conflict. Be aware of group conformity and the pressures for agreement and harmony. Watch out for an important decision which comes too easily—be sure everyone understands the implication of the decision in the same way.
12. Irreconcilable differences can be worked out if people talk freely and honestly and try to listen and understand all sides, including their own.

Using the consensus process, your group effort can result in quality decisions that are likely to be carried out. The consensus process maximizes the participation of all members in the decision-making process and helps to lessen the impact of the "leader" or the "tyranny of the majority." The consensus process helps eliminate conflict and results in action from members on the decisions they have made.

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*Adapted from: *Working Together: A Manual for Helping Groups Work More Effectively,* Bob Biagi, Citizen Involvement Training Project, Amherst, MA: University of Massachusetts, 1978.

Step 5

Establish Reporting Policies and Procedures

An inevitable outcome of the implementation of any sexual abuse prevention program is an increase in reports of abuse. These reports may be the result of a recognition of the indicators of sexual abuse by school personnel or disclosures of abuse by victims.

Thus, an important step in developing a prevention program is the establishment of a school reporting policy. If a reporting policy already exists, it should be evaluated to ensure it covers sexual abuse. In addition, the policy should be reviewed in terms of the current state reporting law. Because of increased concern about child abuse, and child sexual abuse in particular, most states are amending or revising their reporting law annually. Obtain a copy of your state's most recent reporting law from the Attorney General's Office.

Guidelines for Developing Reporting Policies*

A policy regarding child abuse and neglect is a commitment by the school to cooperate with other agencies and professionals in identification, treatment and prevention programs. The ultimate purpose of a child abuse and neglect policy is to protect children whose health or welfare is threatened through nonaccidental injury, neglect or sexual abuse.

The guidelines that follow are practical suggestions. They are not intended to be cookbook instructions that spell out what to do and how to do it. Rather, the guidelines are offered as points to consider when developing a policy. Because of variations among state laws and school district regulations, it is impossible to develop uniform "model" policies and procedures applicable to all school systems.

The first and strongest suggestion is that every school system adopt and issue a child abuse and neglect policy, including a policy on reporting. All state laws require school personnel to report suspected child abuse and neglect. An effective school policy should inform employees of their legal obligations and immunities in regard to reporting, as well as notify the local community that school personnel are legally obligated to report suspected child abuse and neglect.

Any policy regarding child abuse and neglect must be in compliance with state law. To ensure that a proposed policy complies with current statutes, consult an attorney or the state's attorney general. At a minimum, a reporting policy should cite the elements listed below. Sample wording is also listed.

1. A brief rationale for involving school personnel in reporting	Because of their sustained contact with school-age children, school employees are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.

2. The name and appropriate section numbers of the state reporting statute	To comply with the Mandatory Reporting of Child Abuse Act (Section 350-1 through 350-5), Hawaii Revised Statutes (1968), as amended (Supp. 1975)...
3. Who specifically is mandated to report and (if applicable) who may report	...it is the policy of the ________________________ School District that any teacher or other school employee...
4. Reportable conditions as defined by state law	...who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect...
5. The person or agency to receive reports	...shall report to the department of social services... or ...shall report to the principal, who shall then call the department of social services...
6. The information required of the reporter	...and give the following information: name, address and age of student; name and address of parent or caretaker; nature and extent of injuries or description of neglect or abuse; any other information that might help establish the cause of the injuries or condition. School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

Other Policy Considerations:

State laws are continually revised. School district reporting policies should be updated to reflect changes in state laws.

A review of a school district's reporting policy should be included in personnel orientation at the beginning of each year.

Appendix B.1 provides examples of school district reporting policies and a report form.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Staff Training on Reporting*

All school personnel should receive inservice training on the school's reporting policy and the procedures to follow in making a report.

The training should also include information on recognizing sexual abuse. A listing of indicators of sexual abuse is provided in Appendix B.2.

Another important component of the inservice training is to prepare school personnel to effectively handle disclosures. Deep down, none of us wants a student to tell us that he or she is a victim of sexual abuse. As uncomfortable as it may make us feel, we need to know about this problem, know our responsibilities, and help advocate for preventive and therapeutic services for the victims.

The following are guidelines for helping the student who discloses abuse:

What To Do If A Student Discloses Abuse During Class:

1. The concern that a student may disclose abuse during the presentations is a common one. Keep in mind that when a student reports in front of the class it is usually about a past abuse that was reported and resolved in the past. Being able to talk about it would typically indicate that some time has passed and some healing has occurred.

2. Even if the abuse appears to be a current problem, resume the lesson after acknowledging the comment and relating it to the lesson. Young people generally share such information privately with a teacher or counselor.

3. Keep the lesson moving along while allowing for some questions or comments. Avoid long drawn-out stories that eventually everyone in a junior high classroom will have about weird phone calls or strangers in cars.

4. Talk to the disclosing student privately at your earliest opportunity. Find out if the problem is indeed current and ongoing. Consult with appropriate school staff and Child Protective Services caseworkers to determine whether the problem needs to be further investigated.

5. Reinforce and praise the student for telling you about the problem and stress that he/she is not to blame. Don't promise to keep it a secret or that you can save him/her from pain or hassle. You cannot make such guarantees. Do promise that you will assist in getting help by telling others who know what to do.

6. If a student feels comfortable enough to share about abuse in front of the whole class, he/she will rarely break down or become disruptive during the lesson. However, you should plan to have additional help, such as a school counselor, available should the need arise.

What To Do Once A Sexual Abuse Disclosure Has Been Made:

If a student has reported abuse to you, your most important step (and responsibility by law) is to report the situation to Child Protective Services (the agency mandated to investigate such reports) or law enforcement. In addition it is important that you:

1. Demonstrate your belief in what the student has shared.

2. Reassure the student that you will assist him/her in getting help.

3. Emphasize that the problem is not the student's fault.

4. Praise the student for reporting.

After The Report Is Made, Remember:

1. You are not the student's therapist. After sensitively handling the initial disclosure, others such as school social workers, private therapists or agency counselors should work with the student. Trust their expertise and cooperate in every way possible. If for any reason you are concerned about the services the student is receiving, call Child Protective Services. How ever, keep in mind that what they are legally permitted to share with you is limited due to confidentiality laws. (Appendix B.3 shows what may happen after an abuse report is made.)

2. Provide as normal and supportive an environment as you can in the classroom. School may seem to be the only safe place for the victim, particularly in cases of incest.

3. Be ready to listen but do not pry. Recognize and reinforce the student's sense of worth with praise and create opportunities for success both socially and academically.

4. You need not avoid touching the victim but ask for permission first. It's important for the student to know that not all touch is bad and in this case it indicates warmth and support from you.

What To Do If A Student Lies About Abuse:

1. Few young people lie about sexual abuse. Sexual assault is embarrassing to talk about and kids are apt to fear being blamed or doubted. If a young person needs attention or wants to get back at someone, he/she usually finds easier ways to do it.

2. Misrepresentation is more likely to take the form of not telling parts of the story, downplay ing or distancing the situation (i.e., "It only happened once." "It happened to this friend of mine."). If, on the rare occasion a student does lie about sexual abuse, ask more questions about what is going on in his/her life. This student also needs special help and attention.

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*Adapted from: *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents*, Carol Plummer, Holmes Beach, FL: Learning Publications, Inc., 1984.

Step 6

Choose a Curriculum

The selection or development of a curriculum is one of the most important steps in program development.

The selection of a curriculum should be a careful decision that considers the needs of the school, the community, parents and students. It is very easy to fall into the trap of selecting a prevention curriculum on the basis of its packaging, its promotion, or because another school district uses it. Because of the lack of curricula for the secondary level, many school districts have developed their own.

Curriculum Topics

Whether you ultimately select an existing curriculum or develop your own, the first step is to identify the topics to be included. The following is a list of topics that may be included in an adolescent sexual abuse prevention education program:

- Assertiveness skills
- Communication skills
- Community resources
- Coping with peer pressure
- Definitions and dynamics of consent, power and empowerment
- Definitions and dynamics of types of sexual abuse
- Definitions of healthy sexuality, positive relationships, homosexuality and masturbation
- Empathy
- Helping a friend
- Information and skills to cope with conflicting feelings about sexuality
- Media influences
- Risk-taking behavior
- Safety and protection skills, information about strangers, self-defense skills
- Self-esteem building activities
- Sex-role expectations
- Sexual abuse is never the victim's fault
- Teen parenting
- Trusting your feelings, intuition, using "red flags" in situations, recognizing and responding to high-risk situations
- Values clarification

Decision making

Problem solving

Appendix B.4 provides two group processes for generating and prioritizing your own list of topics.

Curriculum Evaluation

The next step in the selection of a curriculum is to determine the manner in which the topic information is presented.

The guidelines in Appendix B.5 will assist in this evaluation. Each item is an important element in meeting the objective of helping adolescents recognize and avoid sexual abuse in a way that increases their security and competence in the world.

After completing the curriculum evaluation process, you may decide that none of the existing curricula adequately address your topic needs or meet the guidelines for an effective curricula and that you need to develop your own. Section III provides an array of classroom activities that can be used in devising your own curriculum. Or, you may wish to use them in addition to the curriculum you select.

Scheduling the Program*

A major decision related to curriculum selection or development is where to include it in the existing program.

There are many ways to include sexual abuse prevention education in a school curriculum:

Family Life/Parenting Classes

1. The cycle of abuse from one generation to the next
2. How and when to talk to your children about child sexual abuse
3. Family dynamics in an incestuous family
4. Helpful ways to respond if a child is molested
5. How family systems therapy treats incestuous families
6. Signs/indicators that a child or family may have a problem

Social Studies/Sociology/Psychology

1. Types of offenders, their past and their prognosis

2. The history of child sexual abuse.
3. Society's contribution to the problem.
4. Psychological or social problems as a result of abuse.
5. How social services can help or hurt the victim.
6. Patriarchy and tolerance of child sexual abuse.
7. Contrast/compare rape and child sexual abuse.
8. Famous leaders who were children of incest or lived in adult incestuous relationships.

Health/Physical Education

1. Prevention as a safety issue.
2. Venereal disease contracted by child victims.
3. Sexual problems/confusion resulting from abuse.
4. Psychosomatic illness and other secondary health symptoms of abuse.
5. Reasons for higher rates of abuse of the physically or mentally handicapped.

Child Development

1. How abuse affects children differently based on age, length of abuse, relationship to offender, etc.
2. Behavioral or physical signs of child sexual abuse.
3. The role of educators and parents in preventing abuse.
4. Children's rights.
5. Compare physical abuse, sexual abuse and neglect.

English/Language Arts

1. Assign opinion papers, book reports, research papers or oral reports on previously mentioned topics.
2. Discuss above topics while reading classics (e.g., Oedipus Rex) in which incest or sexual abuse is portrayed.

Drama

1. Research or write skits or plays about an aspect of child sexual abuse.
2. Encourage dramatic readings or role plays about this topic (e.g., characterization of victims, offenders or families, ways to support a friend, educating the public about the problem).
3. Efforts could be made to combine the artistic medium with this or other topics of social concern (spouse abuse, poverty, substance abuse, job problems, etc.).
4. View and critique theater groups' plays on sexual abuse prevention (Bridgework Theater, Illusion Theater, etc.).

Decisions about where to schedule sexual abuse prevention education in the school's curriculum should be reviewed by the advisory committee.

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*Adapted from: *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents,* Carol A. Plummer, Holmes Beach, FL: Learning Publications, Inc., 1984.

Ongoing Program Evaluation

The evaluation of a curriculum does not end with its selection or development. An evaluation after implementation can provide the most useful information about a curriculum's effectiveness. Appendix B.6 provides sample student, parent and teacher forms to use in this evaluation process.

Step 7

Selecting and Training Teachers

The effectiveness of a sexual abuse prevention program depends on the teachers selected and the training they receive. Below are characteristics of an effective sexual abuse prevention education teacher and a process for selection:

Effective Teachers*

Effective sexual abuse prevention education teachers:

1. Are knowledgeable about sexual abuse and sexual abuse prevention education
2. Are skilled in using relevant communication and teaching techniques

3. Have personal qualities that promote the goals of sexual abuse prevention education

The first two criteria can be addressed in training programs. The selection process need not focus on them. However, personal qualities that promote the goals of sexual abuse prevention education are less easily acquired through training. The selection process should therefore emphasize these qualities.

Below is a list of personal qualities to share with administrators and others involved in the selection process, and with prospective teachers who may wish to volunteer for this challenging role:

1. Belief that sexual abuse prevention education is an important and much needed curriculum offering
2. Willingness and enthusiasm for teaching the subject
3. Belief that sexual adjustment is an important aspect of total personality adjustment
4. Comfort with own sexuality and topics to be covered
5. Clear on own personal code of ethics/values
6. Open minded and nonjudgmental with respect to values, attitudes, beliefs and behavior that may differ from his/her own
7. Respect for differing cultural and religious values and beliefs
8. Committed to the rights of parents as the school's partner in sexual abuse prevention education of their own children
9. Ability to relate effectively (with honesty, warmth, and sensitivity) to students
10. Willingness to learn; excited rather than threatened by the prospect of new information and teaching methodologies
11. Respected by students, parents, administrators and fellow teachers

If you are considering a person for teaching sexual abuse prevention education and notice any of the following characteristics, you should seriously consider the impact of that characteristic on the program. Some problems or shortcomings can be overcome with further training; others cannot. Examine whether the applicant:**

1. Expresses reluctance to teach the subject; feels pushed into it; resents the additional responsibilities
2. Is awkward when talking about sexual abuse; gets embarrassed using the language of sexuality
3. Has difficulty getting along with people or has a history of being difficult to work with; has a tendency to respond to attacks with counterattacks, or becomes defensive when criticized

(This characteristic is especially important in a school setting, where an educator is inevitably criticized from time to time.)

4. Offends parents, views parents negatively or minimizes their role as sexual abuse prevention educators

5. Seems unfamiliar with teenagers' experiences; tends to stereotype adolescents; seems unaware of the differences between adolescents' experience today and his or her own experiences growing up; is hypercritical of young people

6. Believes there's only one right way to look at something; insists on own point of view; criticizes people who disagree or make different decisions from own

7. Inappropriately discloses highly personal information about him/herself

8. Tends to see the opportunity to teach sexual abuse prevention education more in terms of the chance it would provide to promote his or her own issues rather than to facilitate students' development

9. Seems seductive toward students, has unclear professional boundaries about relationships with students; uses sexual slang when teaching; tells sexual jokes, tends to sensationalize sex

10. Appears stiff, insensitive, unresponsive to students

11. Is careless in preparing for classes; uses films and other resources without previewing them

12. Expresses stereotyped assumptions about racial groups, sex roles or alternative lifestyles

13. Would reflect badly on your program if he or she became the focus of public attention

In short, you should choose a person who is willing to teach, is able to relate well to students and is respected by the administration and community.

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*Adapted from: *Family Life Education Training Manual*. Ellen Wagman, Lynne Cooper and Kay Rodenberg-Todd, Santa Cruz CA: Network Publications, 1981

**Adapted from: *Sexuality Education: A Guide to Developing and Implementing Programs*. A. Cook, D. Kirby, P. Wilson, J. Alter. Santa Cruz, CA: Network Publications, 1984.

Teacher Selection*

Generally, there are two ways to select the teachers for a new program:

1. ***Self-Selection:*** Interested teachers volunteer and are screened by an administrator or committee.

2. ***Designation:*** Teachers are designated by the administration and then allowed to self-select. Both methods involve input from two key people: the prospective teacher and the administrator (where possible, the school principal) who must be confident and supportive of the teacher in this role.

Before you proceed with teacher selection, consider the options for scheduling sexual abuse prevention education into the curriculum. This will determine the pool of teachers (total faculty versus specific department) from which to choose. Scheduling options include:

1. Schedule a new required course in family life education or health. All interested faculty members are potentially eligible to teach such a class.

2. Schedule a new elective course in family life education or health. All interested faculty are potentially eligible to teach such a class.

3. Encourage interested teachers to incorporate sexual abuse prevention education units into their existing required or elective classes. All interested faculty are potentially eligible to teach such a class.

4. Designate a specific department to include sexual abuse prevention education, then establish a sexual abuse prevention education unit within an existing required course in this department. Only faculty from within this department are eligible to teach sexual abuse prevention education classes. This is a preferred option in many school districts since it involves minimal expense and scheduling problems and allows for the maximum number of students receiving sexual abuse prevention education. The major disadvantage is the short length of a unit (often 5-10 days) versus an entire class (one quarter or semester). However, many districts have found ways to expand such units once they have had successful experience with them.

   A second concern about this option has been the fear that an unsuitable or less than enthusiastic teacher may end up teaching the sexual abuse prevention education unit. Should this be the case, non-classroom personnel (e.g., school nurse or counselor) may provide assistance, especially at the beginning. Alternatively, teams of specially trained teachers could be formed to rotate into classrooms of teachers who are unwilling, untrained or unsuitable for teaching the unit. However, this solution creates the problem of assigning teachers to students they don't know and with whom they must establish instant rapport.

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*Adapted from: *Family Life Education Teacher Training Manual*. Ellen Wagman, Lynne Cooper and Kay Rodenberg-Todd, Santa Cruz, CA: Network Publications, 1981.

Teacher Training*

The ultimate goal of sexual abuse prevention teacher training is to promote the growth of responsible and effective school-based programs. The likelihood of achieving this goal will be increased if training programs:

1. Occur not as isolated events, but as part of a process that includes:

   a. Development of parent, community, student and administrative involvement

   b. Development of curriculum guidelines and objectives

   c. Scheduling of sexual abuse prevention education in the overall school curriculum

2. Include the following components:

   a. Review of sexual abuse prevention education content focusing on areas of greatest interest to students and teachers

   b. Preparation of teachers to use approved curriculum materials

   c. Familiarization of teachers with resource materials and speakers available for classes

   d. Preparation of teachers to facilitate objective discussions about sensitive sexual abuse prevention issues

   e. Enhancement of teachers' ability to support parents as the primary sexual abuse prevention educators of their children

   f. Enhancement of teachers' understanding of their role as sexual abuse prevention education teachers

Step 8
Educating Parents

Generally speaking, the more parents know about a program, the more supportive they are. Naturally, parents will need assurance that their children are being taught about sensitive subject matter in a carefully planned and tasteful manner. While parents do want their children to be aware and safe, they do not want them unduly alarmed or afraid of all touch. Contact with parents reassures them that this prevention approach balances discussion of bad touch with examples of good and nurturing touches.

How to Involve Parents*

Parents may be included in several ways:

1. Send a letter describing the program to parents a week or so before presenting the program. Some schools also send permission slips for parents to sign granting or denying permission for their child to participate. Letters should be:

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* Adapted from: *Family Life Education Teacher Training Manual.* Ellen Wagman, Lynne Cooper and Kay Rodenberg-Todd, Santa Cruz, CA: Network Publications, 1981.

a. ***Timely.*** Allow parents adequate time to review materials, meet with the teacher or attend parent preview meetings.

   (1) Announcement of any meeting should reach parents at least two weeks before the meeting.

   (2) Notification that the child is in the class should occur at least three weeks before the course begins.

   (3) If written parental permission is required, then ample time to collect the permission slips should also be allowed.

b. ***Specific.*** Parents need to know what topic areas will be covered and what approaches will be used in order to make an informed decision about their child's participation in the course. If possible, attach a complete course outline to the letter.

c. ***Positive.*** For many parents, the notification letter will be their only contact with the course or teacher. It is your opportunity to communicate your respect for the values of the home and family, as well as your commitment to the course. Write the letter because you believe parents should be well informed about their children's education, not because it is required by law.

d. ***Concise.*** Give parents the information they need in a clear, concise and readable style.

Appendix B.7 provides sample parent notification letters.

2. You may invite parents to attend the presentations. Experience demonstrates that few will attend and for working parents this may be impossible. One drawback to inviting parents to the presentation is that the presence of adults sometimes inhibits responses from the students.

3. Encourage parents to call the teacher or principal if there are questions or concerns. As with any school program, parents understandably want the door open for their suggestions.

4. Schedule a special meeting of your school's parent organization to educate parents about the prevention program and allow them to preview materials or participate in sample lessons. Parents often have questions and concerns about sexual abuse and prevention education.

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*Adapted from: ***Preventing Sexual Abuse:** *Activities and Strategies for Those Working with Children and Adolescents.*** Carol A. Plummer, Holmes Beach, FL: Learning Publications, Inc., 1984.

Responding to Parent Concerns*

The following is a list of concerns parents may have about sexual abuse prevention education and possible ways to address them:

Concern	*Ways to Address the Concern*
1. Who will be teaching the course?	• Provide a chance for parents to meet teachers at a parent preview night prior to teaching the course. • Involve teachers in parent education sessions. • Involve parents in teacher training sessions. • Include both parents and teachers on a Program Advisory Committee.
2. What will be taught in the course?	• Involve representative parents in curriculum development. • Provide a chance for parents to preview the curriculum and teaching materials at a parent preview session. • Provide parent education sessions that present the same information given to the students. • Prior to the course, send home a letter notifying parents that the course will be taught and include a course outline.
3. Will this information scare teenagers?	• Acknowledge that the information about sexual abuse can be scary. However, teenagers are already concerned and want help in resisting the pressures they feel. • Explain that information about non-stranger assault is less scary than information about stranger assault. • Explain that sexual abuse prevention education programs define sexual abuse and empower young people with information and skills to protect themselves.
4. Will this lead to teenagers making false reports?	• Assure parents that teenagers rarely lie about sexual abuse. Sexual abuse is embarrassing to talk about. Children and teenagers are likely to fear being blamed or disbelieved. If a young person wants attention or wants to get back at someone, there are usually easier ways to do so.
5. Will the information encourage teenagers to try it out?	• Inform parents that in prevention programs young people learn that sexual abuse is very serious and that it is

	never okay to force or trick another person into sex or touch. They are less likely to experiment with such behavior when they clearly understand it is not condoned.
6. Will teenagers misinterpret normal touching as sexual abuse?	• Inform parents that teenagers and even young children can recognize the difference between normal touching and sexually abusive touching. The information presented in sexual abuse prevention education can give teenagers the knowledge and skills to act on their recognition of sexual abuse.
7. How will I know how to respond to their questions?	• Provide parent education sessions. • Send home a list of suggested books and pamphlets for parents to read.

*Developed by ETR Associates in cooperation with Caren Adams and Jennifer Fay, 1985.

Answering Parent Questions*

The following are answers to the ten most common questions asked by parents about sexual abuse.

1. ***How safe is my neighborhood and my school?***
   National studies show that 80% of the time the abuser is a person the child knows—a parent, neighbor, teacher, coach, minister, aunt, uncle, grandparent or babysitter. Molesters work and play where children are.

2. ***How can I make my child safe from sexual abuse?***
   Most experts believe that parents can't totally prevent sexual abuse, but if children know they have personal rights and feel free to express their concerns, sexual abuse can be stopped before it happens.

3. ***Will telling my child about sexual abuse produce excessive fear and disrupt family affection?***
   Many parents are afraid of frightening a child by discussing this topic. Actually, not knowing the facts can be more frightening than not having accurate information. Open communication within the family increases closeness and affection.

4. ***How can I supervise my children all the time?***
   Because we can't be with our children at all times and molesters seek access to children in many settings, we need to teach youngsters to be in charge of their own personal safety. As soon as they can talk they should be taught that their bodies are private, to refuse to be touched if they don't want it and if *anyone's* behavior frightens or confuses them, they should tell Mom, Dad or a trusted adult.

5. ***Why don't children tell about sexual abuse?***
   Often, the sexually abused child's ability to trust adults has been painfully shaken. They feel guilty, violated and worthless. They are told to keep the abuse quiet, and children usually obey adult orders. Many young children don't possess a vocabulary that would allow them to tell even if they desired to do so.

6. ***Why don't children tell about sexual abuse?***
   Most often there is little or no physical evidence of sexual abuse. Generally, children's statements about sexual contact are the most reliable indicators of sexual abuse. Many parents of sexually abused children report these behavioral indicators: an abrupt change in behavior; depression and excessive crying; withdrawal, regression, few friends; fantasizing or exaggerating; hostile and aggressive actions; self-destructive activities such as truancy, drugs and alcohol abuse; persistent running away; school problems; indirect messages; seductive behaviors and promiscuity.

7. ***What should I do if I suspect abuse?***
   React calmly. Tell the child he or she is believed. Place blame upon the offender, not the child. Let the child know that he or she is loved and will be protected. Report the abuse to Children's Protective Services or law enforcement. Place the child in therapy to restore trust of others and increase self-esteem.

8. ***What should I expect from CPS, police, prosecutor, counselors, lawyers?***
   Each of these serve different functions. Ask questions about what each does and what you can expect to happen. If you do not understand or are not satisfied by what has happened, don't hesitate to seek further informaion.

9. ***What if I know someone who has been involved in sexual abuse?***
   You probably do. Victims need our support and understanding to enable them to overcome the harmful effects of their experiences. Sex offenders need to be recognized, controlled and treated if they are to change their abusive behavior. Our failure to be aware of abuse and report abusers has enabled offenders to continue their destructive acts.

10. ***Can children be helped after a sexual abuse situation?***
    Many programs around the country have been highly successful in helping children and their families cope after sexual victimization has been disclosed. Seek out competent therapists who have specific expertise in the area of child sexual abuse.

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*Adapted from: *Child Sexual Abuse: Ten Questions Most Often Asked by Parents*. Tacoma, WA: Council on Child Sexual Abuse.

II

PREPARING TO TEACH

Introduction

The teaching of any new subject requires preparation to become familiar with the information and lesson plans. However, because sexual abuse is a sensitive topic and many teachers and students are uncomfortable discussing it, preparing to teach a sexual abuse prevention program may take extra time.

In addition to becoming familiar with the subject area and lesson plans, you will need to consider:

1. How to introduce the topic
2. How to establish an atmosphere in the classroom that is conducive to discussions
3. How to answer difficult or sensitive questions from students
4. How to deal with students' reactions to the topic
5. How to help the victim(s) in the classroom

In this section, you will find information to help you in these tasks. Included are:

1. Suggestions for preparing yourself to present sexual abuse prevention education
2. Ideas for easing the discomfort of the teacher who has difficulty approaching the topic of sexual abuse
3. A lesson on effective classroom facilitation skills
4. A description of the possible reactions from junior and senior high students and suggestions for dealing with their reactions
5. A list of the answers to questions students might ask
6. Suggestions for helping victim(s) in the classroom

Another important consideration in preparing to teach sexual abuse prevention is the cultural makeup of the classroom. In some cultures, assertive behavior may not be valued, or discussions about sexuality are not considered appropriate. Remember to allow these students to participate in classroom activities in their own ways.

Finally, remember to take care of yourself while dealing with the difficult subject of sexual abuse. Laughter is an important way to maintain a healthy perspective.

Preparing for the Classroom*

Sexual abuse is a sensitive topic. Careful preparation will make prevention education more enjoyable for you and your students. Consider the following in your preparation:

1. ***Review materials.*** Be sure you are familiar with sexual abuse facts, definitions and statistics and that you understand the goals of the program. Practice the activities you will be using.

2. ***Consider changing the setting.*** You may choose to move to another room or rearrange the seating to be more conducive to group work and sharing.

3. ***Introduce the topic clearly.*** Plan ahead so you know exactly what material you will be covering. Then be very clear when you introduce the topic. Know what you plan to cover each day and begin by telling your students what to expect for that day. The following suggestions may reduce your anxiety and the discomfort of your students:

   a. Begin with a speaker.

   b. Begin with a film.

   c. Begin with a quiz (*Myths and Facts Questionnaire* p.56).

   d. Begin with defining sexual abuse terms ("Why Is It So Hard to Talk About Sexual Abuse?" p.51).

4. ***Present the topic as you would other topics, and avoid making judgments.*** Raise important questions, but don't give all the answers. Help students work toward answering questions themselves and reaching their own conclusions.

5. ***Decide how you will answer questions,*** then let your students know. Will you answer questions at any time, even if you are not covering that area at the moment? Would you prefer to answer questions at the end of each class period? Would you like students to write down their questions, so they don't forget, and hand them to you at the end or beginning of each class? Deciding ahead of time will prevent confusion and help keep the class on track. Your answers do not need to be explicit or detailed, just clear and simple.

6. ***Consider using a glossary of terms.*** One reason it is difficult and embarrassing to talk openly about sexual abuse is because there is no generally accepted vocabulary everyone is familiar with. People have different ideas about the meaning of terms such as statutory rape, incest, etc. Using a glossary can answer a lot of questions and leave more time to cover other important material. (See Appendix A.4, "Definitions.")

7. ***Alert someone that you will be teaching sexual abuse prevention*** (i.e., a school counselor, nurse, another teacher), so another adult will be available if you need help. If a student discloses that he/she is a victim, you may contact that person for help with the student or ask

them to take over your class while you talk to the student. It may be the only time the student has told anyone about the abuse.

8. ***Let students know you are available after class or school,*** if possible, to answer questions or to talk.

9. ***Set rules and guidelines for student behavior.*** Be very specific and state the rules clearly. (e.g., "No name calling or putdowns; only one person speaks at a time; no laughing at questions or comments; treat the topic seriously; students have a right to pass or not talk; nothing anyone says goes out of the classroom; students have the option not to participate in the lesson or class if they don't want to.") (See "Why Is It So Hard to Talk About Sexual Abuse?" p.51.)

10. ***Deal with embarrassment early.*** Tell students that most people are uncomfortable talking about sexual abuse. Let your students know it's okay to feel embarrassed. Tell them sexual abuse is a serious matter and deserves serious attention. Establishing clear rules and guide lines for behavior will help, because your students will know how they and their classmates are expected to behave.

11. ***How to answer difficult questions.*** Sometimes a student may ask a question that is embar rassing or difficult. You may wonder if he/she is just trying to get a reaction. The whole class might laugh, which adds to the confusion. Treat the question seriously.

12. ***Handling disruptive students.*** If a student is constantly asking questions or interrupting, request that questions or comments be saved until the last five minutes of class. Have students write down questions so they won't forget them. Be aware that a student who requires constant attention during a study of sexual abuse may be a victim expressing a need.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Becoming Comfortable With the Topic

There are many reasons why teaching the topic of sexual abuse prevention can be difficult. Probably the major cause for discomfort is unfamiliarity with sexual abuse materials or not having discussed the topic before. These and many other factors are valid reasons to be apprehensive.

Most teachers are more than capable of presenting the subject of sexual abuse to young people, if they develop a knowledge of sexual abuse materials and spend some time planning ahead. Teachers are highly skilled people who have the expertise to teach a variety of subjects successfully. The following suggestions are provided to assist them in doing just that:

1. Acknowledge that as a highly skilled educator, you have the expertise to successfully teach the subject of sexual abuse once you have developed a knowledge of the subject.

2. Prepare ahead by:

    a. Developing a knowledge of sexual abuse materials

    b. Gaining a knowledge of child abuse reporting laws and school district policies

    c. Realizing it is both appropriate and professional to call for outside help in areas where you are uncomfortable

    d. Being aware of personal biases and feelings about sexuality and sexual abuse

3. Explore your personal comfort level. Try to identify why you feel uncomfortable. Is it because you are not familiar with sexual abuse materials? Is it because you had an abuse experience? Were topics of sexuality not discussed openly as you were growing up? Is it because no one else has taught the subject in your school? Identifying just why you are feeling uncomfortable is an important step forward in dealing with your apprehension.

4. Talk to key people in your school such as a principal, counselor or department head. School personnel have a wealth of experience and understanding and may be of help to you in many ways. Find out how they feel about your teaching the subject of sexual abuse. In this way you will find people who will be supportive and with whom you will want to consult. Sharing ideas with other people can take away a lot of fear.

5. Consider team teaching. Team teaching can be an effective way of handling sensitive subjects. Together you can plan ahead, divide the presentation and share the answering of questions.

6. If you choose not to team teach, consider having another adult (e.g., counselor, school nurse) in the classroom for backup.

7. Contact a rape crisis or sexual abuse prevention center to schedule a speaker for your class room. The first time you present the subject, you may wish to have a speaker.

8. Consider using a film. Films should always be followed by a guided discussion of the issues presented. Be sure to preview every film before you use it.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Classroom Facilitation Skills

A facilitator differs from the traditional lecturer/information-giver in that a lecturer communicates to a generally passive audience, while a facilitator establishes two-way communication in which the students are as actively, if not more actively, involved than the facilitator.

While a traditional lecturer is usually assumed to be the expert who will supply all the answers, the facilitator is considered a resource person who shares responsibility for their learning with the students.

The ability to encourage discussion is perhaps the most basic skill that an effective facilitator can possess. This may be accomplished by:

1. Asking open-ended questions that allow for many possible responses (i.e., How did you feel about that statement?).

2. Asking open-ended questions that guide the discussion in a particular direction (i.e., What alternatives are available to the couple in the film?).

3. Using reflective listening. This technique involves paraphrasing a person's comments without inserting opinions and/or judgments, so the person knows he/she has been heard. For example:

   Student: "I think the woman in the story acted like a spoiled child."

   Teacher: "So you feel some of her behavior was immature."

   Reflective listening allows the teacher to clarify his/her understanding of the student's words. If the paraphrasing is incorrect, the student has the opportunity to restate what their meant; if the paraphrasing is correct the student will feel encouraged to elaborate on their initial comment. In either case, paraphrasing shows the student that the teacher cares enough to listen. This type of listening takes time and a special effort in attending to the student and the communication process. The teacher must put aside preoccupation with what their is going to say next. Reflective listening conveys to the student that their point of view has been communicated and understood. Reflective listening requires the teacher to:

   a. Listen for the total meaning of the message, (i.e., the content of the message and the feeling or underlying attitude).

   b. Reflect back in his/her own words what the student seems to mean by his/her words or actions. The student's response to this will demonstrate whether he/she feels understood. An example of a reflective question is, "What I heard you say is you are concerned about the amount of material to be covered? Is that what you said?"

   c. Listen to and support every student's contribution. This does not mean you agree or disagree with their ideas. It means that you listen carefully and respect the feelings of others.

d. Use body language that engages students. Make direct eye contact; if you are sitting, lean in the direction of the group; if you are standing, circulate so as to increase contact with the students.

Discussion is encouraged if the facilitator avoids:

1. Using closed questions that can be answered with yes or no (i.e., Did you like the film?).

2. Making judgments about the rightness or wrongness of students' opinions (i.e., I couldn't disagree with you more!).

3. Interpreting students' remarks (i.e., That's a very uptight comment. You must be really uncomfortable with the topic!).

Effective classroom facilitators are also skilled in using structured learning activities. Such activities consist of four parts:

1. ***The Introduction.*** Students are likely to participate in group activities more willingly and comfortably if the teacher explains the relationship of the activity to the learning objectives. It is helpful to use examples from students' experiences, interests and concerns. (For example, the teacher may ask the students' opinion on how the adolescent males and females act toward each other on one of their favorite TV shows and how that compares with their own peers. The leader might then relate this to the film they are about to see: "Keeping in mind what we've just discussed, watch the couple in the film and see what you like or dislike about their behavior with each other. What do you think it takes to be honest about your feelings in a close relationship?")

2. ***Instructions.*** The teacher's understanding of the exercise is reflected in his/her ability to give clear directions. Details such as "How will I break the class into small groups? What questions do I want the group to discuss? Does the small group need a leader and if so, what is his/her role?" need to be thought through in advance and clearly communicated if students are to understand what is expected of them.

3. ***The Activity Itself.*** The teacher's role during the activity will depend on the nature and structure of the activity. For full class discussions the teacher will serve as discussion facilitator; for small group activities, the teacher may simply circulate among the groups clarifying instructions where needed and keeping groups on task.

4. ***Discussion and Summary.*** To encourage student discussion of the broader meaning of structured activities, each activity needs to be "processed." Processing involves drawing out students' reactions to the activity, making connections between students' experiences and summarizing important points that tie together objectives of the exercise with discussion that has occurred. Without such a summary, exercises tend to appear game-like to students.

Other facilitation skills include:

1. Speak in a loud and clear voice. Send only one message at a time. Use short, concise instructions for activities. Normally it works best to direct activities with quiet authority; however, at times it may be necessary to use a more commanding tone of voice.

2. Use "I" messages and encourage others to do the same. Words like "people," "you" and "everyone" are sometimes used so the speaker will not have to take responsibility for the statement he/she makes. Ask students to speak for themselves and not for the class. Be accurate in what you say. If you are personally stating something, make sure that the statement is delivered as such. For example: "I feel it's too noisy in here now," as opposed to "Does anyone else think it's too noisy?"

3. Be aware of nonverbal messages. When appropriate, you may wish to call attention to them. Be sensitive to feelings not expressed and hidden statements behind questions. As a facilitator, you should use clear body language—body messages that are congruent with verbal messages and supportive of interactions between yourself and the group. An example of an incongruent message is if you told a student his/her idea was really exciting in a tone of voice that clearly indicated you were bored. Positive nonverbal communication includes:
   a. Facial expression (smiling)
   b. Tone of voice (projecting enthusiasm)
   c. Direct eye contact
   d. Body language (leaning forward toward the person who is speaking)

4. Remember that silence can be positive. Learn to relax with silence. You do not need to rush in to fill it up. A certain amount of silence is actually a stimulus for the class. It may also be an indication that they are seriously considering the question or topic you just covered. Being comfortable with silence can allow class members to take responsibility for what occurs in the group.

5. Help the class make necessary decisions. Make sure each suggestion is heard and considered. Help students relate their contributions to what other students have already shared. This will keep the discussion building. Keep the class working toward a goal. Help the class to problem-solve and evaluate.

When necessary, assist the class in revising goals. Know when to stay with the schedule and when to be flexible. (If half or more are getting something out of the discussion, it may be detrimental to stop. Weigh that against the objectives for the next activity—it may be possible to incorporate them into this discussion.)

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*Adapted from: *Family Life Education Teacher Training Manual.* Ellen Wagman, Lynne Cooper and Kay Rodenberg-Todd. Santa Cruz, CA: Network Publications, 1981.

Teaching at Junior and Senior High Levels*

Students at all grade levels need to be told what sexual abuse is, when it may happen and how to protect themselves. However, within any program teachers need to vary the emphasis, approach and teaching techniques to make the program effective at different grade levels. The following are general tips for teaching sexual abuse prevention at junior and senior high levels.

Junior High Students

1. Students will often express their discomfort and embarrassment with this topic (i.e., inappropriate laughter). Acknowledging their discomfort by telling them it is common for people to have these feelings and that they are mature enough to talk about this serious problem will usually reduce their anxiety and laughter.

2. Students will often pull the discussion off track with horror stories about sexual abuse. These distractions can be reduced by relating the story to the current lesson.

3. Students will sometimes blame the victim of sexual abuse. It is helpful to include activities that deal with this issue. (See "Myths and Facts, p.54)

4. Students will ask lots of questions. The teacher needs to allow time for questions when planning each lesson.

5. Young adolescents are still thinking in concrete terms. Therefore, it is important to include many examples and repeated skill practice.

6. Early adolescence is when many victims, particularly incest victims, first disclose. It is important that teachers are familiar with district reporting policies and are prepared for disclosures.

Senior High Students

1. Senior high students are able to discuss the abstract aspects of prevention such as sex role expectations, media and pornography.

2. Senior high students will treat the subject of sexual abuse more seriously than junior high students. They want to understand why someone would abuse a child or rape someone and may be frustrated because there are no absolute answers.

3. Senior high students may be more inhibited than younger adolescents in discussions. The teacher may need to ask questions or divide the class into small groups to get the discussion going.

Both Grade Levels

1. In any classroom of adolescents, there will be victims and offenders. Therefore, programs need to emphasize community resources that provide help to those hurt by sexual abuse.

2. Be prepared to deal with anger from males in the classroom about the fact that most offenders are male. Stress that although most offenders are male, most males do not offend.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Answering Student Questions*

The following are possible answers to questions about sexual abuse commonly asked by adolescents:

Why does sexual abuse happen?
No one really knows why sexual abuse happens, but there are many theories. One is that the offenders were sexually abused as children and are repeating the behavior they learned. Another theory is that offenders have low self-esteem and feel more powerful in sexual contacts with children than adults. A third theory is that the media (i.e., pornography that portrays children as sexual or shows sexual contact with children) increases the acceptance of sexual abuse of children. Sexual abuse prevention is a new field. Hopefully, as more is learned we will have a clearer answer to this question.

How can I tell if someone is a child molester?
Child molesters look like anyone else and may be any age, profession or socioeconomic status. Children have been sexually abused by strangers, babysitters, neighbors, friends, teachers, parents and other relatives. Offenders are usually someone the victim knows.

What if your best friend tells you her dad is abusing her and she makes you promise to keep it a secret. Wouldn't it be wrong to tell?
No, it wouldn't. It would be hard to break the trust of a friend, but not telling may be more hurtful because it is likely the abuse will continue without outside help. Getting help for your friend is being a good friend. Telling someone might be easier if you:

1. Tell your friend you won't be able to keep the secret because you are worried about her safety.

2. Assure your friend that you care about her and are still her friend.

3. Assure your friend that you will talk to *only* one or two adults who can help and *NOT* to any of your friends or classmates.

4. Ask your friend to go with you to tell an adult who can help.

I agree that it's boys who rape, but don't you think girls play a part too, like when they take an obvious risk such as letting themselves be picked up?
Hitchhiking or being picked up can be risky, but taking a risk doesn't mean a person is to blame for a sexual assault. The person responsible for the assault is the offender—not the victim. No one has the right to sexually abuse another person, even if that person has taken a risk.

What will happen to a molester if he is turned in?
Molesting is against the law. The molester will be questioned by the police, may be arrested, and may receive treatment to help him stop molesting.

What will happen to the victim once she tells about the abuse?
Someone from Child Protective Services or law enforcement will probably talk to him/her. Everything will be done to try to protect the victim from abuse and get treatment for him/her.

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*Developed by ETR Associates, Santa Cruz, CA 1986.

Helping the Victims in Your Classroom

You can directly assist teenagers in the classroom who have been victims of sexual abuse. Your classroom may be one of the few sources of encouragement and support. Victimized young people need reassurance that they are okay; that someone likes them and believes in them; that they belong someplace and that they are wanted and are safe.

Trust

Victimized teenagers need to trust someone and to be able to predict what will happen. You can provide predictability in your classroom by maintaining clear and consistent expectations. They also need to be able to trust that you won't expose their problem unnecessarily by talking with others or mentioning it in class.

Security

The structure of your classroom may be the sexually abused teenager's only security—the only place he or she feels safe and accepted. You can provide a sense of belonging that is very reassuring. Take extra care to be sure they are included in classroom and group activities.

Self-Image

Victimized teenagers often suffer from low self-esteem. Peer and family relationships may be very unstable. You can help by letting them know you like and care about them. They need to feel competent and capable again. Pay particular attention to the ways in which they are doing well.

Touching

Sexually abused teenagers need touch and comfort sometimes, and at other times may be uncomfortable with any touch. Be alert to nonverbal messages while continuing to provide pats on the shoulder or touch you give other students. Asking students directly may cause additional discomfort or may indicate your respect for their right to control touch. You are the best judge of which approach to use. Indicate concern and caring through eye contact, smiles, and warmth in your voice. A younger adolescent may become too clingy and behave inappropriately around a teacher. You can gently help this young person begin to re-establish appropriate boundaries by saying which touch makes you uncomfortable.

Control

Sexually abused people are very vulnerable. Help them see how they can control their own lives by giving them the opportunity to make decisions for themselves whenever possible.

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*Adapted from: ***Sourcebook for Educators, Sexual Assault Prevention for Adolescents***. Susan de Alcorn and Pierce County Rape Relief, Tacoma, WA: Pierce County Rape Relief, 1982.

III

CLASSROOM ACTIVITIES

Introduction

At the core of any school-based sexual abuse prevention education program are the classroom activities for teaching students the knowledge and skills to prevent their victimization.

This section consists of 23 classroom activities. You may use the activities to develop your own curriculum or augment an existing one. A suggested course outline is provided on page 00 to assist you in scheduling the activities.

The activities are grouped into seven categories: (1) Facts About Sexual Abuse; (2) Feelings; (3) Personal Safety Skills; (4) Assertiveness Skills; (5) Skills to Prevent Date Rape; (6) Getting Help; and (7) Media Influences. While the first six categories are critical components of any adolescent sexual abuse prevention education program, the seventh is optional depending on the time available.

Facts About Sexual Abuse

Why Is It So Hard to Talk About Sexual Abuse? helps both students and teacher feel more comfortable discussing sexual abuse.

What is Sexual Abuse? defines sexual abuse and clarifies myths and facts about victims, offenders and situations. This is a nonthreatening activity most teachers are comfortable with.

Myths and Facts addresses the issues of sexual abuse and sexuality. This activity may be more appropriate for senior high students than for junior high students.

Pre/Post Test for Secondary Students provides a second method for teaching students the basic facts about sexual abuse. The activity addresses both the incidence and dynamics of abuse.

Sexual Abuse Terms provides a third method for teaching sexual abuse facts by defining sexual abuse and the forms of abuse.

Feelings

Feelings: Part I helps students become aware of the range of feelings they have and consider the feelings they might have in a variety of touching situations.

Feelings: Part II encourages students to trust their feelings by looking at the possible outcomes of trusting and not trusting one's feelings. Both teachers and students are generally comfortable with this activity.

Personal Safety Skills

Safety Questionnaire: Part I helps students determine how safe or unsafe their everyday habits are. This activity usually points out to students situations they had not previously considered dangerous. Students in small communities may have difficulty accepting the risk of many of the situations.

Safety Questionnaire: Part II involves students in safety skills through the development of posters. Students enjoy this activity because it combines learning with art work.

Personal Safety Suggestions is a handout of safety suggestions students may take home to read.

Safety Continuum helps students identify and evaluate their own personal safety rules.

Assertiveness Skills

Personal Space Activity helps students identify personal space boundaries and provides practice using assertive behavior when their personal space is invaded. This activity works best if students do not know each other well.

Assertiveness - One Option for Self-Protection reviews the principles of assertive behavior and helps students identify possible assertive responses to sexually abusive or exploitive situations.

Pressure Lines gives students experience in using assertive responses to "lines" that make it difficult to resist sexual abuse. This activity helps students verbalize their feelings and shows that there are many ways to say no.

Skills to Prevent Date Rape

Setting Limits gives students practice in using a decision-making model to set sexual limits.

Talking About Sexual Limits identifies communication skills that will help students talk about the sexual limits they have set and gives them practice using the skills in hypothetical nonsexual situations.

Problem Solving helps students learn a model for problem solving and gives them practice using the model in hypothetical situations.

Getting Help

No More Secrets is a film that helps students understand the importance of telling if they have been sexually abused. The activity provides suggestions for discussion. This film is more appropriate for junior high than senior high.

How To Find Help identifies local resources that can help and support a victim of sexual abuse.

Telling Someone gives students an opportunity to role-play telling someone that they have been sexually abused.

How to Help a Friend shows how to help a friend who has been a victim of sexual abuse.

Media Influences

Themes In Advertising identifies themes in advertising that may influence society's attitudes about sexuality and child sexual abuse.

Song Lyrics - Identify the Message helps students recognize the messages in popular music that may contribute to the incidence of sexual abuse.

Suggested Course Outlines

The number of days given to sexual abuse prevention education will vary among school districts, depending upon available resources, scheduling and curriculum requirements. The following is a suggested outline of a one-, three- or five-day presentation on sexual abuse.

One Day (50 minutes)

Facts about Sexual Abuse
    Handout: Myths and Facts About Sexual Abuse

Basic Prevention Skills
    Handout: Personal Safety Suggestions (Encourage students to read at home, preferably with a parent.)
    Overview the use of assertive responses to prevent sexual abuse.

Getting Help
    Film/Activity: *No More Secrets* or Activity: *How to Find Help - Part I.*

Three Days (150 minutes)

Day 1: Facts about Sexual Abuse
    Activity: *Myths and Facts,*
    Pre/Post Test or Sexual Abuse Terms

Day 2: Basic Prevention Skills
  Handout: Personal Safety Suggestions (Encourage students to read at home, preferably with a parent.)
  Activity: *Feelings: Part II*
  Activity: *Personal Space Activity* or
  Assertiveness: One Option for Self Protection (shortened)

Day 3: Getting Help
  Film/Activity: *No More Secrets* or
  How to Find Help - Part I & II.

Five Days (250 minutes)

Day 1: Overview of Sexual Abuse
  Activity: *Why Is It So Hard to Talk About Sexual Abuse?*
  Activity: *What Is Sexual Abuse?*
  Pre/Post Test or Sexual Abuse Terms

Day 2: Overview of Sexual Abuse, continued
  Activity: *Feelings: Part I & II*

Day 3: Personal Safety Skills
  Activity: *Safety Questionnaire* or *Safety Continuum*
  Handout: Personal Safety Suggestions

Day 4: Assertiveness Skills
  Activity: *Personal Space Activity*
  Activity: A*ssertiveness: One Option for Self Protection*

Day 5: Getting Help
  Film/Activity: *No More Secrets or How to Find Help - Part I & II*
  Activity: *How to Help a Friend*

If additional days are available, the activities on preventing date rape and media influences on sexual abuse may be included in the course

Facts About Sexual Abuse

*Why Is It So Hard to Talk About Sexual Abuse?**

Objective: Students and teacher will feel more comfortable discussing sexual abuse.

Time Required: 35-45 minutes

Materials: Butcher paper, felt tip pens and masking tape for small groups

Procedure:

Part I: Acknowledging Discomfort

1. ***Introduction:*** Tell students that everyone feels uncomfortable talking about sexual abuse. (Acknowledging your own discomfort should help both you and your students participate in this activity and future discussions about sexual abuse.) Explain that while discussing History or English might be easier, the prevention of sexual abuse is important and talking about it is the first step in preventing it.

2. Ask students to tell you what they think sexual abuse is. Summarize their comments with the following definition: a term used to refer to a wide range of sexually exploitive or abusive situations, including rape, attempted rape, incest, indecent liberties, statuatory rape, etc. (You may want to define each of these acts. See Appendix A.4.)

3. Divide the class into small groups. Instruct each group to select someone to record the group's answers.

4. Ask each group to generate and write on butcher paper a list of reasons why it is difficult to talk about sexual abuse. Give groups 5-10 minutes for this task.

5. Reconvene class and ask each recorder to review their group's list. Ask each subsequent recorder to comment only on those reasons not previously shared.

Summary:

Point out to students that talking about the reasons why it is difficult to talk about sexual abuse makes us more comfortable with the topic.

Part II: Group Rules for Talking About Sexual Abuse

1. ***Introduction:*** Explain to students that the second step to making discussions about sexual abuse easier is to set some ground rules.

2. Ask students to volunteer rules. Write their suggestions on the blackboard or butcher paper.

3. Add to the list any rules listed below that the students have not stated.

4. Add any of your rules not already listed.

5. Ask students if they all agree to stick to these rules. Ask them to help you make sure everyone abides by them.

Possible ground rules:

- No preaching, no putdowns of others' comments or views.

- No question is "dumb." Questions indicate a desire for knowledge. They do not tell you anything about the person asking the question.

- It is O.K. for students to giggle, feel embarrassed or be uncomfortable.

- It is O.K. for the teacher to blush, feel embarrassed or not know answers to questions.

- No asking personal questions of the teacher or other class members.

- Everyone has the right to pass on activities or questions they do not wish to answer. The teacher may choose not to answer a question in front of the class.

- No talking about class members outside of the classroom.

- Teacher will respect the confidentiality ground rule as well, except where he/she is required by law to disclose information. (Some teachers also include in this ground rule that they will not be able to maintain confidentiality if what is shared is illegal or dangerous to the student.)

- If you have a complaint about the class, come directly to the teacher to discuss it.

- Discuss with your parents the issues raised in class and give an accurate account. Do not sensationalize.

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*Developed by ETR Associates, Santa Cruz, CA., 1980.

*What Is Sexual Abuse?**

Objective: Students will be able to define sexual abuse and identify myths and facts about victims, offenders and the situations in which abuse may occur.

Time Required: 40 minutes

Materials: Butcher paper, felt tip pens
Handout: Myths and Facts About Sexual Abuse

Procedure:

1. ***Introduction:*** Only in the last few years have people begun to talk about sexual abuse. Because no one talked about sexual abuse for a long time, a lot of myths and misunderstandings developed. Explain the objective of the activity and overview the procedure.

2. Ask students to give a definition of sexual abuse. Validate their definitions and add anything they leave out. (One definition of sexual abuse is: A term used to refer to a wide range of sexually exploitive or abusive situations, including rape, attempted rape, incest, indecent liberties, and statuatory rape, etc. You may want to define each of these acts.)

3. Divide class into three groups. Ask one group to list on butcher paper what they've heard about who a sexual abuse victim is and why someone is abused. Ask a second group to list who the sexual abuse offender is and why they abuse. Ask the third group to list types of situations in which sexual abuse might happen (e.g., where, when, how). Tell them to appoint a reporter to share their lists with the large group.

4. Reconvene the class, post the lists and ask reporters to share them.

5. Pass out Myths and Facts About Sexual Abuse. Let's look at what people often think happens in sexual abuse (myths) and what we know actually happens (facts). Review the facts about sexual abuse.

6. Ask class to look at their lists and identify items as facts or myths.

Summary: Ask students to complete the following:

One fact I learned about sexual abuse is...
One myth I learned about sexual abuse is...

Ask several students to share their sentences.

Be aware of possible victims in class. Tell students ahead of time that you will be discussing sexual abuse.

Be sure to emphasize that even though most offenders are men, most men do not sexually abuse.

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*Adapted by ETR Associates from an activity developed by Caren Adams and Jennifer Fay, 1985.

Myths and Facts About Sexual Abuse*

MYTH	*FACT*
Child molesters are usually a stranger to the victim.	Over 70% of sexual abuse victims know their assailant.
It is okay to force someone to have sex with you under certain circumstances such as he/she led you on, he/she said yes and then changed his/her mind, or if you have spent a lot of money on him/her.	Forcing someone to have sex is never okay under any circumstance.
Victims of sexual abuse are usually young females who dress seductively.	Victims of sexual abuse range in age from infancy to elderly. Boys are the victims of sexual abuse almost as much as girls. Sexual abuse can happen to anyone no matter how they dress.
Offenders are "dirty old men," crazy or weird.	Most offenders are not dirty old men, crazy or weird. Many are upstanding members of their communities, people with respect and authority and people the victim trusts.
Sexual abuse usually occurs in dark alleys and at night.	Sexual abuse can occur at all hours of day and night and anyplace. The majority of sexual abuse cases occur within the victim's home.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Myths and Facts*

Objective: Students will be able to identify five common myths about sexuality and five common myths about sexual abuse and counter each of them with facts. Students will explore the origins of myths.

Time Required: 35-40 minutes

Materials: Handouts: Myths and Facts Questionnaire
Teacher's Guide

Procedure:

1. ***Introduction:*** Explain to students that sexuality and sexual abuse are two areas filled with so many myths that it is hard for most of us to figure out what is true and what is false. The majority of information we receive is based on opinions and not on facts. Facts are true statements; myths are popular opinions that might have some truth, but are often based on false information.

2. Distribute Myths and Facts Questionnaire to students.

3. Allow fifteen minutes for students to complete questionnaire.

4. The Myths and Facts Questionnaire Teacher's Guide provides explanations for each of the questions. Share these with the students.

Summary: Because the difference between sexuality and sexual abuse is sometimes confusing, it is important to understand the myths and facts about both.

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*Adapted from: *No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students*, Cordelia Anderson Kent, Minneapolis, MN: Illusion Theater, 1982.

Myths and Facts Questionnaire*

MYTH	FACT		
____	____	(1)	If you love someone you should be willing to have sex with them.
____	____	(2)	If a girl gets a guy excited or leads him on she should do what he wants.
____	____	(3)	A boy only gets an erection if he is turned on.
____	____	(4)	Boys like and need sex more than girls.
____	____	(5)	People commit sex crimes because they do not have enough sex.
____	____	(6)	A lot of children like to have sex with adults.
____	____	(7)	Males can be forced to have sex.
____	____	(8)	It hurts a man if he doesn't ejaculate once he gets an erection.
____	____	(9)	People have the right to learn accurate information and make wise decisions about their bodies.
____	____	(10)	You can't get an STD (sexually transmitted disease) if you don't have intercourse.
____	____	(11)	It is a woman's responsibility, not a man's, to use birth control.
____	____	(12)	Withdrawal is an effective means of birth control.
____	____	(13)	All sexual abuse hurts physically.
____	____	(14)	Prostitutes can be raped.
____	____	(15)	Rape victims are often weak or passive.
____	____	(16)	Rape is a crime of violence, not of sex.
____	____	(17)	A woman can get pregnant from rape.
____	____	(18)	Anyone can be a sex offender.
____	____	(19)	Alcohol and drugs are often used as an excuse for sexual abuse.

____ ____ (20) Pornography causes people to commit sex crimes.

____ ____ (21) Sexual assault is usually done by someone the victim knows.

____ ____ (22) Sexual assault can't really happen to you if you don't want it to.

____ ____ (23) Rape is not the victim's fault.

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*Adapted from: ***No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students***, Cordelia Anderson Kent, Minneapolis, MN: Illusion Theater, 1982.

Myths and Facts Questionnaire Teacher's Guide*

(1) Myth Love does not equal sex. A person should not need to have sex to prove love.

(2) Myth Girls and boys can lead each other on and misinterpret each other's intentions. No one should have sex simply because another person is "turned on." Everyone has control of their own body.

(3) Myth Many times a male will get an erection involuntarily. The erection usually disappears with orgasm.

(4) Myth Individual differences in sexual desire vary considerably between humans, not just males and females. Stereotypically, males are taught they should enjoy sex more than females, just as females are taught they need love more than sex.

(5) Myth People who commit sex crimes do not have any more "hormones" or sex drive than others. Often these people have sexual partners; the reason for the crime is not solely for sex.

(6) Myth Children like nurturing and affection from adults. This is not to be viewed as wanting to have sex with adults.

(7) Fact Males can be forced into various sexual acts, including anal and oral sex.

(8) Fact A prolonged erection during intense sexual arousal may be frustrating and may "hurt," just as prolonged pelvic congestion can in a woman if it does not result in orgasm. However, no one should be made to feel guilty because of someone's sexual arousal. The "hurt" is temporary and will not damage a person's body.

(9) Fact People do have this right. However, some people believe this type of information should be screened. Therefore it is difficult for some people to get accurate information.

(10) Myth Venereal disease may be contracted orally if there are open sores in the mouth. You cannot get venereal disease from toilet seats, glasses, etc.

(11) Myth Both males and females who are sexually active carry responsibility for birth control.

(12) Myth Withdrawal is probably the most frequently used, *ineffective* means of birth control. Sperm is emitted from the Cowper's Gland in preseminal fluid prior to ejaculation; hundreds of sperm are contained in every drop.

(13) Myth Some sexual abuse may be "gentle," and therefore not hurt physically. This does not mean it is not sexual abuse. Often there is severe emotional and psychological damage. When a victim experiences pleasure, particularly in cases of incest, s/he may feel guilty. When sexual boundaries are violated within the family, there is confusion in areas of sexuality and other relationships.

(14) Fact Anyone can be a victim of sexual assault. Prostitutes can be and are victims of rape.

(15) Myth Anyone can be a victim of rape, whether they are strong, weak, passive or assertive. However, in some situations assertiveness skills may help people be less vulnerable or easily manipulated.

(16) Fact Rape is a crime of violence and power, not of sex. Child sexual abuse seems to be more sexually motivated by an attraction to children than other sex crimes such as rape.

(17) Fact Pregnancy can happen whenever the female is of childbearing age and inter course has occurred. Pregnancy can occur without intercourse if semen is deposited near the vaginal canal.

(18) Fact Sex offenders cross all socioeconomic levels, races, religions, ages, sexes, etc. They can be strangers or related to the victim.

(19) Myth Some theories suggest drugs are the reason why someone commits a sex crime. Studies vary significantly as to the percentage of sex offenders who are chemically dependent or under the influence of drugs at the time they committed the crime. Too often drugs are used as an excuse not to be responsible for one's behavior, especially concerning sex. Sex crimes are often committed under this assumption. Further, not all people who are under the influence of drugs choose to force sexual contact on another person. If an identified sex offender does have a drug problem—and many do—it is important to treat the chemical dependency in order to influence a positive behavior change sexually. However, simply treating the drug problem will not necessarily change violent and/or sexual problem behavior.

(20) Myth Some sex offenders look at pornography and some don't. It is not the cause of sexual abuse, though many people believe that pornography itself is abusive of women and children and that it plays a role in perpetuating sexual abuse.

(21) Fact Over seventy percent of victims know the person who sexually assaulted them. They may be acquaintances, someone they recognize, or close friends or relatives.

(22) Myth People do not ask to be sexually assaulted; no one wants to be. An offender has an advantage over the victim, and that advantage is shock. It is hard to move fast and think quickly in a crisis situation. What works on television is not likely to work in real life. If an offender has a weapon it may not be safe to fight.

(23) Fact Rape is not the victim's fault. An offender may say a victim asked for it because of how s/he looked or acted. Unfortunately it is not only the offenders who believe this myth, but also much of the general public. Such statements as: "she wasn't wearing much," "she was drinking," "she did agree to go out with him," "well, everybody knows what kind of a girl she is," indicate that the blame is being placed on the victim and not the offender. Very often victims feel as if the assault was their fault and that had they done something different it might not have happened. The self blame victims go through can be very damaging and have long term effects on their life and relationships. Victims should be given support and reinforcement that they did nothing ßwrong and that it wasn't their fault. Even if the victim was doing something risky, such as hitchhiking, s/he did not ask to be sexually assaulted.

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*Adapted from: *No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

*Pre/Post Test for Secondary Students**

Objective: Students will learn basic facts about the incidence and dynamics of sexual abuse.

Time Required 40 minutes

Materials: Handouts: Pre/Post Test
Answer Key

Procedure:

1. ***Introduction:*** Explain to students that before discussing how to prevent sexual abuse it is important to learn some basic facts.
2. Pass out copies of the Pre/Post Test.
3. Tell students they will not be graded on the test.
4. After all students have finished, review the correct answers from the Answer Key.

Summary: Explain to students that because sexual abuse prevention education is a new subject, many myths exist about sexual abuse. It will be important to remember the facts they have just learned.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Pre/Post Test*

Choose the best answer to each question.

____ 1. If an adult touches you and you don't like it, you should:

a. tell him/her to stop it and never tell anyone about it
b. not argue because he/she is an adult and knows best
c. tell him/her you don't like it and then tell another adult about it
d. let him/her because he/she is bigger than you and could hurt you

____ 2. A sex offender is:

a. usually a homosexual
b. usually a stranger who tries to touch you
c. an ugly man who steals
d. anyone who touches you in sexual ways when you don't want them to

____ 3. A victim of sexual abuse:

a. is usually good looking
b. often asks for it by the way he/she dresses
c. is often between the ages of 8-11
d. wants to be taught about sexual things

____ 4. If someone is a victim of sexual abuse, tell them to:

a. call the police who will put the offender in jail
b. forget it or they might be sent to a boy's/girl's school
c. never go near strangers again
d. not blame themselves, but get some help

____ 5. Adults can touch children:

a. to discipline or love them, but not to hurt them
b. anytime, any place on their bodies
c. only on the hands and arms
d. only if they are relatives

____ 6. Children have rights:

a. only when they turn 18 and not before
b. to see anybody they want
c. to do whatever they want as long as they don't break the law
d. to get protection if they are being hurt in any way

____ 7. Someone who reports a sex offender:

a. may have to go to jail
b. needs support from family and friends
c. will usually have his/her name printed in the paper
d. usually has to go to a foster home, if under age 18

____ 8. People who are sexually assaulted:

a. are often dressed seductively
b. are never to blame for what happened
c. are at the wrong place
d. didn't protect themselves well enough

____ 9. In a school with 1,000 students, how many have probably experienced some type of sexual abuse?

a. 1 c. 40

b. 100 d. 20

____ 10. Most offenders are:

a. older men (50-70 years old)
b. people you know
c. mentally retarded
d. strangers

____ 11. A person is most likely to be sexually abused:

a. in his/her own home
b. at school
c. in an alley
d. at night

____ 12. If a friend told you he/she had been sexually assaulted you would:

a. think he/she may be exaggerating
b. tell him/her to report it to an adult
c. consider whether he's/she's the kind of friend you want
d. think he/she was asking for it

____ 13. To protect yourself from sexual assault:

a. learn self-defense
b. trust your feelings in situations that don't feel right
c. never go out alone at night
d. avoid contacts with "questionable" people

____ 14. The best way to get over bad feelings after a sexual assault is to:

a. get some counseling from a trained person
b. allow yourself to cry some, but forget it as soon as you can
c. keep busy to block out the memory

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*Adapted from: ***Preventing Sexual Abuse**: Activities and Strategies for Those Working with Children and Adolescents*, Carol A. Plummer, Holmes Beach, FL: Learning Publications, Inc., 1984.

Answer Key*

1. C. It is usually best for the youth to assert rights to his/her own body and tell another adult to make sure it stops.

2. D. 90% of all sexual abuse of children is between an adult male and a female child. In 75% of the cases, the child knows the adult.

3. C. It is a myth that good-looking, seductively dressed teenagers bring on the abuse and desire to be taught sexually through the experience. Offenders often use this excuse, yet the average age of child victims is 8-11 years.

4. D. The offender may not go to jail. Often, if the victim is related to the abuser, he/she may not report the abuse if jail is seen as the outcome. Hopefully, punishment of the victim is decreasing as we become more aware and hold the offender responsible.

5. A. Children's bodies belong to them. There are limits, even with relatives.

6. D. Parents have certain responsibilities for children until they are grown, yet children also have rights to safety.

7. B. Reporting is difficult when one is a victim and chooses to forget the bad experience.

8. B. While dressing seductively or being in certain places may not be wise, it does not justify sexual assault. And certainly no one should be blamed because they weren't fast enough or clever enough to get away.

9. B. Some studies even go further to say that 25% of all females are sexually abused before turning 18 years old.

10. B. Only 25% of offenders are strangers to their victims and there is no higher percentage of offenders who are "dirty old men" or mentally disabled.

11. A. 50% of all cases of sexual abuse of children occurs in their own home by friends, family, babysitters, etc.

12. B. Children very rarely lie about something as embarrassing and painful as sexual abuse. Exaggeration occurs with saying it happens less or has already ended when it is a frequent and regular occurrence. Never blame the victim.

13. B. While it is an option, self defense isn't for everyone and doesn't always work. In fact, it may bring added violence with certain offenders. Just restricting your activities or avoiding undesirables is also no surefire safeguard.

14. A. Most people need at least some crisis counseling after something as traumatic as sexual abuse. Forgetting is something most victims want to do, but unresolved problems could haunt them later in their relationships, sexual development and self-concept.

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*Adapted from: *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents,* Carol A. Plummer, Holmes Beach, FL: Learning Publications, Inc., 1984.

*Sexual Abuse Terms**

Objective: Students will gain a working knowledge of sexual abuse terms.

Time Required: 35-40 minutes

Materials: Chalkboard or large easel and magic marker
Definitions of Terms (see Appendix A.4)

Procedure:

1. ***Introduction:*** Explain to students that before learning about sexual abuse prevention it is important to have an accurate definition of sexual abuse and the different forms of abuse.

2. List on the board or butcher paper the rules for brainstorming:

   a. Any idea is acceptable.
   b. Feel free to add to another idea.
   c. All ideas are important.

3. Have students brainstorm definitions for sexual abuse, child pornography, child prostitution, exhibitionism, incest, molestation, statutory rape and rape.

4. Write all answers on the board.

5. Discuss which parts are true and which parts are myths. (Refer to Definitions in Appendix A.4 if necessary.)

Summary: Explain to students that these definitions will be used throughout the prevention program.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Feelings

Feelings: Part I[*]

Objective: Students will increase awareness of their feelings.

Time Required: 20 minutes

Materials: Chalkboard and chalk or large easel and magic marker
Handout: What-If Situations

Procedure:

1. ***Introduction:*** Explain to the students that one of the first steps in recognizing sexual abuse or a situation that may become sexually abusive is to listen to our feelings. Tell them that before we talk about feelings associated with sexual abuse, we will talk about feelings in general.

2. Ask students to think of feelings they have experienced in the past week.

3. Ask them to volunteer their "feeling word" (emphasize feeling, not behavior word) and as they do, write them on the board. (An alternative method recommended for junior high students is to divide the class into small groups, have groups brainstorm a list of feeling words, and report lists to the class.)

4. After you write each word on the board ask students, "How many others have felt this way?" Point out to students how many others have had the same feeling.

5. Read the What-If Situations on the the next page. After each situation, ask the class how they would feel if this happened to them.

Summary: Think about those situations that have made you feel uncomfortable: bad, mad (use the words the class used),etc. Ask volunteers to say what they would do in the situation. Mention these if they don't: telling someone, getting out, saying no. Stress that saying no is sometimes difficult and that if they cannot say no in a situation they should not feel guilty. Also, emphasize that victims of sexual abuse are never responsible for the abuse, even if they cannot say no.

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[*] Developed by ETR Associates, Santa Cruz, CA, 1986.

What-If Situations*

1. Your mom gives you a hug.
2. A stranger leans against you in the line for a movie.
3. Your best friend gives you a pat on the back.
4. Your partner puts his/her arm around you.
5. Your aunt puts her hand on your leg, near your crotch.
6. (For females) Your brother's best friend forces himself on you.
7. (For males) Your neighbor invites you into her house, puts her arm around you and tries to kiss you.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

*Feelings: Part II**

Objective: Students will learn to trust their feelings.

Time Required: 30 minutes

Materials: Handouts: Jennifer's Story, Ruth's Story

Procedure:

1. ***Introduction:*** Explain to your students that our feelings usually tell us when something is wrong. Sometimes we ignore these "warning signals": we don't listen to our feelings, we don't trust the way we feel. You might want to relate this to getting sick. Ask the students if they have ever felt like they were coming down with the flu, but decided to ignore their symptoms and stay up late instead of getting a good night's sleep. Ask if they regretted it the next day because they were sick and had to miss something important.

2. Read Jennifer's Story to the class.

3. Ask students, "What feelings is Jennifer having?"

4. Ask students, "Is Jennifer having trouble trusting her feelings? Why?" "What might happen if she doesn't trust (ignores) her feelings?" "What might happen if she does trust (listens to) her feelings?"

5. Read Ruth's Story to the class.

6. Repeat steps 3 and 4.

7. Divide the class in half. Ask one half to imagine that Ruth does not trust her feelings and to write a short ending to the story. Ask the other half of the class to imagine that Ruth trusts her feelings and write a short ending to the story.

8. Collect the students' endings and read a few to the class.

Summary: Explain to students the importance of trusting their feelings and acting on them, e.g., talking to someone in their support group. Again stress that victims of sexual abuse are not responsible for the abuse even if they do not trust their feelings.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Jennifer's Story*

Jennifer was at the shopping mall near her home. She was going to meet a friend, have lunch with her and shop all afternoon. They planned to meet near the benches outside the shoe store. Jennifer waited for almost 30 minutes and had just about decided to go shopping by herself, or call her friend, when she noticed this guy hanging around. He was young and sort of good-looking, and he was staring at her. She was beginning to feel pretty uncomfortable. Just then, he walked over to her and asked, "What's wrong, your boyfriend stand you up?" He gave Jennifer the creeps, but she didn't want to be as rude as he was, so she answered, "No, I'm waiting for my friend, but I guess something happened 'cause she's late."

All she could think of was getting away from this guy. So she stood up and started to leave. "Hey, where are you going? Not so quick, honey," he said as he stood up and blocked her path, stopping Jennifer short. She tried to go around but he moved in her way again. "Oh no," she thought, "What is going on here?" She was scared. Jennifer wondered what this guy was up to. Should she make a scene? People would think she was a fool.

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*Adapted from: *Top Secret: A Discussion Guide*, Billie Jo Flerchinger and Jennifer J. Fay, Santa Cruz, CA: Network Publications, 1985.

Ruth's Story*

It's Saturday morning, and like many of her friends, Ruth is at home watching TV. But the programs aren't very entertaining this morning because Ruth's mind is somewhere else...

Ruth and her mother had been living alone for about four years before Tom, her new stepfather, came along. Ruth's mother and father divorced when she was four years old. Her father lives in another town, so she doesn't see him much. Ruth knew her mom had been lonely before Tom came along, and it seemed she was always worried about money. But Tom seemed to make her Mom so happy, and he had a very good job.

Ruth wasn't too sure about someone new joining her family at first, but Tom was very nice and seemed to like her. They had even begun to give each other a big hug before bedtime every night. This had felt very good, and even Tom wanting to sit close to her at night while they watched television seemed nice. She noticed that this happened more often when Mom was gone, but it wasn't until Tom tried to touch her on a part of her body that she thought was really private that she became very confused. Ruth really liked the feeling that someone cared for her, and Tom made her feel grown-up sometimes, but she was sure she wasn't feeling good about his touching.

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*Adapted from: *Sexual Abuse Prevention Program,* Alamana Caswell, Child/Youth Services MH-MR Program, Burlington, NC, 1982.

Personal Safety Skills

*Safety Questionnaire**

Objective: Students will determine how safe or unsafe their everyday habits may be and learn ways to be safe in certain situations.

Time Required: 30-40 minutes

Materials: Handouts: Safety Questionnaire Worksheet
Answer Key

Procedure:

1. ***Introduction:*** Explain to students that we need to evaluate our safety behavior at all ages. One of the best ways to do this is to look at what we would do in different situations and decide how safe that behavior is.
2. Have students complete the Safety Questionnaire Worksheet.
3. Correct questionnaire in class by reading aloud the suggested answers from the key.
4. Encourage discussion of the answers.

Summary: Suggest to students that they take their questionnaire home to review with their parent(s). Adults also need reminders about safety behavior.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Safety Questionnaire Worksheet*

1. Do you automatically open the door when someone knocks, even if you are alone? Yes ____ No ____
2. When you babysit, do you tell people who phone that you are the babysitter? Yes ____ No ____
3. Is it unsafe to hitchhike with a pleasant/harmless looking man? Yes ____ No ____
4. If a neighbor (man) asked to come in to use the phone when your parents were gone, would you say O.K.? Yes ____ No ____
5. Do you consider it risky to walk alone at night? Yes ____ No ____
6. Are you pretty good at judging a person's character by how they look? Yes ____ No ____
7. If your car/bike broke down and you were stranded, would you accept a ride from a stranger? Yes ____ No ____
8. If you keep the chain latched, is it safe to open the door? Yes ____ No ____
9. If you became aware that someone was following you down the street, would you ignore that person and hope they went away? Yes ____ No ____
10. If someone threatened to hurt you if you didn't let them touch the private parts of your body, would you comply to avoid making them angry? Yes ____ No ____
11. If someone called to you from a car and asked for directions, would you be cautious and *not* go over to the car to give them help? Yes ____ No ____
12. You are at a party and the person you are dancing with holds you too tight. You feel uncomfortable. Do you wait until the song is over and then make an excuse to get away? Yes ____ No ____
13. If someone is harassing a friend or treating them badly, do you try not to interfere? Yes ____ No ____
14. You are at a movie by yourself and a stranger sits down next to you and puts his hand on your leg.

Do you get up and leave? Yes ____ No ____

15. Do you ever "go along with the crowd" when you don't want to so they won't think you're stupid or weird? Yes ____ No ____

16. Do you ever go out with someone you're not interested in because you see them every day and it's embarrassing to say no? Yes ____ No ____

17. You have gone somewhere with a friend and are very uncomfortable with the people you find yourself with. Do you stay, not wanting to spoil your friend's time or not knowing how to get out of the situation? Yes ____ No ____

18. Do you ask a salesman/repairman/deliveryman to show his ID card before you let him in? Yes ____ No ____

19. You come home and find your front door open. You know no one is supposed to be home. Do you walk in and call, "Mom"? Yes ____ No ____

20. If an adult tells you to do something, do you automatically obey? Yes ____ No ____

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*Adapted from: *Source Book for Educators: Sexual Assault Prevention for Adolescents,* Susan de Alcorn, Tacoma, WA: Pierce County Rape Relief, 1982.

Answer Key*

The following are suggested answers.

1. No You are taking a chance if you automatically open the door when someone knocks. You have a right to ask who it is and expect an answer *before* you open the door. Rapists know all sorts of ways to trick you into opening the door (saying they are a repairman, that they have to read the meter, are hurt and need to call the police, their car broke down and they need help). It is important to not let anyone know you are home alone. You could say, "I'll get it, Dad/Charles."

2. No If you tell anyone who phones or knocks on the door that you are the babysitter, you are letting them know you are alone with young children. If someone asks for a parent, it is best to say, "He/she can't come to the phone right now. If you leave your name and number I'll ask him/her to return your call."

3. Yes You shouldn't rely on the pleasant/harmless appearance. Most rapists look like ordinary people. It is dangerous to accept a ride with a stranger. If you must hitchhike, hitchhike with a friend.

4. No Letting a neighbor in when your parents are gone can be putting yourself in a dangerous situation.

5. Yes It is risky to walk outside alone at night. Try to find someone to go with you if you go out at night. There is some safety in numbers.

6. No It is almost impossible to make an accurate judgment based on appearance only. If photographs of deranged criminals are mixed up with normal citizens, it is impossible to tell who is who. Be smart and don't judge people on appearance and good manners.

7. No Accepting a ride from a stranger places you in a very vulnerable situation. If you are in a car, keep the doors locked and windows rolled up. Ask the person who offered help to call the police. If your bike breaks down, refuse help from a stranger and walk quickly to the nearest public place and call someone you know to help you. It is a good safety measure to keep your car and bike in good working condition, and make sure you do not run out of gas.

8. No Most door chains will not deter someone from forcing their way in if they want to do so. Look out a window or peephole, or ask who it is. You do not have to open the door.

9. No Believing that if you ignore someone they'll leave you alone is just avoiding the issue. You are also wasting valuable time when you could be taking steps to ensure your safety. Quickly look at the person who is following you and let them know you

are aware they are there. Walk quickly or run to the nearest place where you see a light or several people. It is not a good idea to lead anyone to your home.

10. No — It's okay if someone gets angry at you. Tell them no and let them know you mean it. Offenders are looking for someone who is vulnerable, who won't tell anyone, and who won't fight back. If you comply, you fit that criteria. Be very clear and direct and let them know they cannot touch you. Then don't stick around. Let someone you trust know what happened.

11. Yes — Being cautious is not silly. It is a good idea to stay away from a stranger's car so you could not be easily kidnaped. An old trick some people use to lure someone within easy reach is to ask for directions.

12. No — If you say nothing you are just avoiding the problem and not really dealing with it. Let the person who holds you too tight know immediately that you do not like it and will not allow them to treat you that way. Be assertive. Don't say "please." Look them straight in the eye and say, "Don't hold me tight."

13. No — You are not protecting a friendship if you do not come to the aid of a friend. Let your friend know you will be supportive if they need your help or want to leave.

14. Yes — You should get up immediately and go tell the manager. If the person is making it difficult for you to get away, say loud and clearly enough for others to hear, "Get your hand off me and let me go." Make a scene if necessary, then tell the manager what happened.

15. No — You could be asking for trouble. Going along with the crowd may not be a good idea. Let your friends know you make up your own mind about what you will do. You should do something only because you choose to.

16. No — It may be embarrassing to say no, but by going out with someone when you don't want to, you are also giving them the wrong message. If you say yes when you mean no, it is difficult for anyone to know what you mean. Saying "No, thank you," firmly but politely, is more considerate than pretending you want to be with someone when you don't. It is important to be assertive and not passive about what happens to you.

17. No — If you find yourself in an uncomfortable situation with people you feel strange about, listen to your instincts. Go to a phone and call your parents or tell your friend you want to leave. Be firm. Trust your instincts and get away.

18. Yes — Always verify that they are supposed to be there. If you are alone, you would be safe *not* letting them in and *not* letting them know you are alone. You could say, "This is not a good time. Come back later."

19. No Do not go in. Go the the house of a neighbor or friend you trust and call home to see if someone is home. If no one is there, call the police and do not go in until they come.

20. No If you think it's wrong, you don't have to obey. Adults are not always right. Sometimes people may try to take advantage of you.

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*Adapted from: *Sourcebook for Educators: Sexual Assault Prevention for Adolescents,* Susan de Alcorn, Tacoma, WA: Pierce County Rape Relief, 1982.

*Safety Poster**

Objective: To actively involve students in the learning and teaching of safety skills.

Materials: Poster paper

Procedure:

1. Instruct students, as a homework assignment, to develop a poster depicting one of the safety skills they have learned from the questionnaire.
2. Display the completed posters around the classroom and/or school building.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Personal Safety Suggestions*

Objective: Students will learn personal safety suggestions for a variety of situations.

Materials: Personal Safety Suggestions Handout

Procedure:

1. ***Introduction:*** We need to think about our safety in many situations—at home, on the street, in cars, and in social situations.
2. Pass out Personal Safety Suggestions Handout and instruct students to take it home to read. Ask themto review the suggestions with their parent(s) or sibling(s).

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Personal Safety Suggestions Handout*

At Home

Safety at home begins by taking time to make sure all doors and windows are closed and locks secure when you are by yourself.

Keeping drapes or curtains drawn will help prevent others from seeing that you are alone. Leaving lights on in several rooms in the house will also give the illusion that more than one person is in the house.

Consider that you may be advertising that you live alone if you are a female and put more than your first initial and last name in a phone book or on a mailbox.

Learn to answer the phone and door in a way that will not reveal that you are alone, and teach young children in your home to do the same. See "Answering the Door" and "Answering the Phone" below.

While a dog may be helpful in scaring off prowlers, it is also risky to depend on a dog. Animals can be overpowered or bribed and are not always predictable.

Answering the Door

Don't open the door until you know who is there and are sure you want to let them in.

Ask for identification to verify employees of the phone company, gas company, etc. Have them slip their identification (verifying where they work) under the door or to a window where you can read it. Then call and check with their employer, landlord, etc. If there is no verification, call the police. Don't take their word for it. If they say they can't come back for a week or whatever, say, "Fine, go away."

Do not indicate you are alone. Say, "I'll get it, John," or if they ask for your husband, father, etc., say they're busy and cannot be disturbed. Give out no information about yourself or others. People can be persistent. Be persistent right back.

If someone needs assistance, do not let them use your phone. Offer to place a call for them. Never let them in. Be firm. It is your right not to allow someone in if you choose not to.

Answering the Phone

When answering the phone, never indicate you are alone. Say your husband, brother, father is busy and cannot come to the phone if they ask for them.

As you answer the phone, call out "I've got it, Dad, Bill, etc." Offer to take a message.

Do not give any information about yourself and the people who live in your house—or anyone's whereabouts. People can be very persistent and assertive when they want information. Be persistent and assertive right back to them.

Keep emergency numbers handy, by *each* phone. Teach children to use them.

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*Adapted from: *Sourcebook for Educators: Sexual Assault Prevention for Adolescents*, Susan de Alcorn and Pierce County Rape Relief, Tacoma, WA: Pierce County Rape Relief, 1982.

Obscene Phone Calls

Hang up immediately.

Do not engage in any conversation.

Do not answer any questions.

Many obscene phone callers are sexually inadequate males who try sexual communication on the phone, thinking they will not be detected. They try to embarrass and frighten people as a means of having power and control over someone.

Phone companies and police suggest the person answering an obscene phone call simply hang up and display no reaction at all. Do not tell them any information about yourself, do not yell or try to find out who they are. They will become tired of hearing a dial tone and stop calling.

If you speak, you will be encouraging another call. Remember, if he has your phone number from the phone book, he also has your address. Obscene phone callers have followed up calls with an attack. Consider the obscene phone caller just as dangerous as he would be in person. Tell your parents, the police and phone company. Again, never indicate you are alone.

Peeping Toms

Most people have a natural tendency to glance into a lighted room as they drive down the street. However, a person who willingly walks up to a window and peers in at an unwilling victim is called a "voyeur" or "Peeping Tom." This person *makes* opportunities to view others, usually while they are dressing. Some rapists admit that at one time they too were voyeurs. You should consider anyone dangerous who peers in your window.

Unfortunately people make themselves victims of voyeurism through carelessness, by undressing in a room with the curtains open. It is a good idea to always close curtains or shades if you are changing clothes.

If you suspect you are being watched, calmly walk out of the room and phone the police and a neighbor.

Babysitting

Putting your name and phone number on bulletin boards or in the paper is risky. It is safer if you know your employer. Avoid babysitting for people you don't know.

Work out transportation to and from a job before you accept, if possible. Avoid walking home alone at night. Let your parents know when you will be home.

Know the layout of the house, where doors and windows are, and keep them locked. Close all shades or drapes when it gets dark and turn on outside lights and several lights throughout the house.

Teach children never to open the door for anyone. Tell them you will open the door. Don't tell someone at the door or over the phone that you are babysitting, and caution children about the same. Refer to the suggestions on "Answering the Phone" and "Answering the Door."

Hang up immediately on obscene or threatening phone calls.

If you think someone is trying to break in, call the police and then your parents or a neighbor.

Have emergency phone numbers handy: POLICE, FIRE, PARENTS, NEIGHBOR. Know the address where you are in case you need to direct emergency vehicles there.

On the Street

Remember there is safety in numbers. Avoid walking alone at night. If you must walk alone, keep an eye out for a safe haven. Avoid dark, lonely streets. Keep your hands as free as possible and dress so you can move easily and quickly. Leave an outside light on for when you return.

Remember that any weapon you choose to carry could be used against you. Also, if you leave a note about where you are or when you will return, you are also giving that information to someone who can use it against you.

Work out transportation ahead of time. Avoid riding with people you don't know and trust. Ask a person who drives you to wait until you are safely in the house. Do the same for others. If you return and something looks strange—a door, drapes or window open, for instance—do not go in. Get help. Have your keys out and ready to unlock your doors (house or car) immediately.

Observe fellow passengers on a bus or other public transportation. Sit close to the driver. In a cab make a note of the driver's name and number. Be aware.

Park your car in an area that will be well lighted when you return. Lock your car after parking and always check the back seat before you enter. Have your key ready so you can get in quickly. You may wish to keep all doors locked when driving so no one can break into your car. Some people are afraid they may be trapped in a car if there is an accident and the doors are locked. Decide what is best for you.

Do not give directions to strangers. Don't answer questions. Just walk away. If you feel uncomfortable walking by a group of people, don't be embarrassed to change directions or cross the street. Walk facing traffic, even on sidewalks.

If you feel you are being followed by someone in a car, turn and walk or run in the opposite direction. Go immediately to the first lighted house, phone booth, public place. If you are being followed on foot, run while yelling loudly all the way, and again go to a well lighted area, house or public place to get help.

Requests for Information/Help

You do not have an obligation to answer questions, give directions or help just because it is asked of you. Because of your values you may choose to do so, but it is okay to refuse. If you choose to give information or help, do not get trapped into feeling that you have to continue past the point of your choice. If you give someone directions and and they ask your name, it's perfectly okay to refuse to tell them. You do not have to talk to someone if you don't want to.

Hitchhiking

Hitchhiking is not a safe way to travel. However, if you *must* hitchhike, the following suggestions may be helpful:

Hitch with a friend. There is more safety in numbers.

Avoid accepting a ride with *more* than one person in the car.

Look to see if someone is hiding in the back seat before entering the car.

Make sure there is an inside door handle on your side, that works.

Make sure the driver is fully clothed. Check that his pants are zipped up.

Avoid getting into a car with beer or liquor bottles on the floor.

Avoid accepting a ride from a person who slammed on the brakes to pick you up.

Refuse to take a ride from a person who changed directions to pick you up.

Know where the driver is going before you accept a ride. Don't tell them where you are going first.

Auto Safety

When you are not in your car:

Lock it, otherwise secure it, or exercise extra caution when returning to it.

Notice if anything is different about your car as you approach it. Look around to see if anyone is lurking nearby.

Check to see if anyone is hiding inside, especially in the back seat.

Be aware of movement around you as you unlock your car, put in your packages, etc. (This is a time when you are particularly vulnerable because your attention is on your tasks.)

Choose parking places (if possible) that are well lighted so you have an opportunity to see a potential assailant.

In parking lots and garages, be aware of movement around you and choose paths that don't take you near places where someone could hide and accost you.

It is dangerous to leave your keys in the car.

It is dangerous to enter your car without looking in the back seat first.

When you are in your car:

Depending on how easy it is to get out of your car in case of an accident, you may want to keep your doors locked. If someone tries to get into your car, drive away, back up, or in some way use the motion of the car to prevent entry. Blow your horn until you are safe.

Be aware of movement around you and your car, especially at times when you're more vulnerable, like at a stoplight.

If you notice that someone seems to be following you, try to drive to a police or fire station, or gas station—somewhere public so you can safely confront the person following you, report them, or wait for them to leave. (Be cautious with this last choice, since they may wait for you.)

If someone already in your car threatens you: (1) consider jumping out of the car if there is a place to run to; or (2) if they are attempting to force you to drive to a deserted place, bear in mind that if you have to take risks, it's going to be better before you get out of the populated area. Think about attracting attention by driving to a public place and/or honking your horn, flashing your headlights or brakelights. You may consider causing a minor accident to attract attention, but be aware that the assailant or others could sue you for damages.

If you're in someone else's car and that person threatens you: (1) consider jumping out of the car if there is someplace to run to, even if the car is moving. The more danger you feel from the assailant, the more risk you may wish to take in injuring yourself by jumping out of a moving car. In street traffic, there should be an opportunity to jump out while the car is moving slowly or stopped; or (2) it may be possible for you to cause a minor accident by grabbing the steering wheel, jamming the gears, etc., or by attacking the driver.

If your car breaks down, has a flat tire or runs out of gas:

Stay in the car. Keep doors locked and windows up.

To signal distress, put emergency flashers on or quickly put up the hood. If someone stops to help, do not open the door or roll down the window. Stay in your car and ask them to call the police or highway patrol. Do not accept help from or go with anyone, even a woman.

If someone else's car breaks down, etc., never offer help. Go to the nearest phone and call the police or highway patrol. Do not stop to help even if it is a woman.

Social Situations

Be cautious about giving personal information to strangers or acquaintances.

Be very direct about physical contact/intimacy that is not acceptable to you in social situations.

Be aware of shifting in the makeup of a group. If you start out with people you know and end up with strangers without noticing, you could be vulnerable.

If you're drinking or otherwise altering your consciousness, be mindful of your ability to react to danger.

If you leave a group with a man, keep as much control as possible over where you're going, how you're getting there and back.

Trusting people is an inherent part of most social interactions. You can't really have a social life without engaging in some practices that could lead to sexual assault. Exercise the amount of caution that makes you comfortable. Don't be afraid to shift gears if the situation seems to change—adopting more protective measures, or abandoning some.

If you're feeling uncomfortable, do something about it. Trust your feelings if they're giving you warnings.

Responding to Compliments

Compliments may be intrusions rather than something that makes you feel good–particularly from strangers in inappropriate settings—such as a strange man telling you that you're beautiful as you wait to be seated in a restaurant. Under these circumstances, you need not respond at all.

Unwanted Physical Contact

A verbal response is usually the most comfortable response to unwanted physical contact. A direct, simple statement with good eye contact and voice control is usually effective with strangers. Avoid open-ended statements or anything that might allow verbal response other than an apology. With friends you may want to temper your response, depending on the circumstances and the relationship. Ignoring unwanted physical contact or shuffling away will probably not make you feel very good.

Clear and present danger can sometimes be stopped and turned around by verbal response. Depending on the circumstances and individuals involved, your choice may range from simple and direct assertiveness to an open display of anger.

Weapons

Most people think that all rapes involve threats with a dangerous weapon—a gun or knife, for instance. Weapons are in fact used in only about one-third of rape cases. However, rapists often say they did not start out with a weapon, but took it away from the victim. Weapons can be taken away from you and used against you.

Self-Defense Products

Noisemakers: Whistles, screech whistles and alarms.

Advantages:
- Causes no permanent damage.

Disadvantages:
- Will not physically stop someone determined to get you.
- Provides person with a false sense of security.
- You may forget to use it.
- Whistles could get knocked down your throat.

Striking objects: Knives, guns, mace, etc.

Advantages:
- Ability to disable.

Disadvantages:
- Reinforces the myth of the "dangerous stranger." The victim usually knows the rapist.
- Not always readily available.
- Must be in your hand, aimed the right direction.
- Gives false sense of confidence.
- Does not work on everyone—may not be effective if assailant is in a high adrenalin state or under the influence of alcohol or drugs.
- Shelf life is limited, usually only good for one to three months.
- No product liability insurance, no guarantee.
- Some may cause permanent damage to eyes (mace).
- Hazardous to children and pets.

Many law enforcement agencies have stopped using mace because of its ineffectiveness and legal liabilities.

Chemical weapons are not recommended by most rape crisis centers.

Remember, there are no guarantees against sexual assault.

Self-Defense Instruction

If you are attacked, consider all alternatives.

Knowing physical self-defense expands the range of options available to counter an attack. Even though you may never need to use it, knowing self- defense will add confidence and strength to any other option you may choose to use in a potential assault situation.

Training from a competent instructor is essential to developing skills in self-defense to counter an assault. A self-defense instructor should be carefully chosen, especially for women, if you expect the instruction you receive to prepare you to defend yourself in a sexual assault situation. Choose self-defense instructors who are involved in rape crisis work or recommended by a rape crisis center.

*Safety Continuum**

Objective: Students will identify and assess their own personal safety rules as they relate to everyday life.

Time Required: 20 minutes

Materials: Long piece of string or tape
Handout: Sample Situations

Procedure:

1. ***Introduction:*** Explain to students that we each have to make our own rules regarding safety and that it is best to set our rules ahead of time so we can avoid potentially abusive or dangerous situations.

2. Place a long piece of string or masking tape across the floor. This will be the safety continuum.

3. Ask students to take a position on the continuum in response to the situations you are going to describe to them. Define one end of the continuum as "yes," the other as "no." Explain to students that they can place themselves anywhere on the continuum. They may change their position at any time.

4. Read the sample situations on the next page, make up your own situations or have students volunteer situations.

5. Ask students to explain why they took their position.

Summary: Ask students if they were surprised about where they positioned themselves on the continuum and if they were surprised about where the other students positioned themselves. Suggest to students that when they are going into an unfamiliar setting, especially with unfamiliar people, they may want to think ahead about what safety rules they will use.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Sample Situations*

A neighbor wants to use your phone, saying his phone is out of order and he needs to call the phone company. You don't like him. He makes you feel uncomfortable. You are alone. Would you let him use the phone?

____ Yes ____ No

You are at a party and someone you don't know very well tries to kiss you and you don't want to be kissed. Would you let him/her?

____ Yes ____ No

A friend wants you to go along to visit another friend. You go and find yourself with a group of older people who make you feel uncomfortable. You want to leave but they insist you stay. Would you leave?

____ Yes ____ No

Your bike gets a flat and you are a long way from home. A stranger stops and insists that you let him drive you to a service station so you can get your bike fixed. Would you go?

____ Yes ____ No

You are home alone. A man comes to the door and says he is here to fix the furnace. He says he has to do it today or he can't come back for a long time. Your parents are not reachable. Would you let him in?

____ Yes ____ No

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*Adapted from: *Sourcebook for Educators: Sexual Assault Prevention for Adolescents*, Susan de Alcorn and Pierce County Rape Relief, Tacoma, WA: Pierce County Rape Relief, 1982.

Assertiveness Skills

*Personal Space Activity**

Objective: Students will identify personal space boundaries. Students will experience telling someone to stop invading their personal space.

Time Required: Part I: 10-15 minutes/Part II: 10 to 15 minutes

Materials: None

Procedure:

PART I

1. ***Introduction:*** State that many incidents of sexual abuse develop over time, often beginning with the offender repeatedly invading the victim's personal space. Explain that one way teenagers can protect themselves against sexual abuse is to recognize when someone is invading their personal space. Define personal space as an invisible boundary we all have. We usually aren't aware of it until someone crosses it. People's boundaries may be different and may vary for different relationships. For example, a relative can usually stand much closer to someone than a stranger. Explain the objective and discuss Part I of the activity. Demonstrate steps 3-5 with a student.

2. Ask students to find a partner, preferably someone who isn't a good friend.

3. Instruct pairs to stand 8-10 feet apart.

4. Ask pairs to stand so they are both facing the same direction, with the sides of their bodies toward each other.

5. Instruct pairs to side step toward each other until one or both become uncomfortable with the closeness (their personal space is invaded). As soon as one or both people feel uncomfortable, they are to stop moving toward their partner.

6. Ask pairs to spend 2-3 minutes telling each other how they felt during the exercise.

7. Discuss with the class:

   a. Feelings students had when their personal boundaries were crossed (e.g. tightening stomach, general tenseness, strong desire to move away)

   b. Ways a person might invade your personal space (e.g., stand too close, hold your hand too long).

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*Adapted by ETR Associates from an activity developed by Caren Adams and Jennifer Fay

PART II

1. ***Introduction:*** Tell students that recognizing the uncomfortable feeling we get when someone crosses our boundaries is the first step in protecting ourselves against sexual abuse. The next step is to take action. One simple thing to do is move away from the person. If that doesn't work, the next step is to tell the person to stop. This is sometimes difficult to do because we may worry about hurting other people's feelings. However, our own safety may need to come before another person's feelings. Explain that in this part of the activity we will experience how it feels to tell someone to stop when they cross our boundaries. Overview steps 2-7. Demonstrate steps 3-6 with a student.
2. Ask students to pair up again with their partner from Part I.
3. Instruct pairs to decide who will go first and second.
4. Ask the person going second to move 8-10 feet away from their partner, and for the two to stand facing each other.
5. Instruct this person to stand still while their partner moves toward them. Explain that when their partner begins to invade their personal space, they are to say stop in a forceful manner.
6. Ask students to begin to move toward their partner, stopping when they are asked to.
7. Repeat steps 4-6, allowing the other member of the pair to practice saying stop.
8. Instruct pairs to talk to each other about how it felt to tell someone to stop, and how it felt to be told to stop.
9. Reconvene the class. Ask students to share how they felt when they were able to make the other person stop. Ask if anyone felt powerful. Emphasize that a victim can sometimes stop an offender simply by saying "stop" or "no."
10. Back in the large group, discuss situations where it might be easy to tell someone to stop (e.g., with a stranger) and situations where it might be more difficult (e.g., with friends or family).
11. Ask students to brainstorm actions they could take if someone didn't stop. (Mention if they don't: get help, leave the situation, tell someone.)

Summary: Ask students to complete the following sentence stems:

I know when someone invades my personal space because I feel...
If someone invades my personal space, I can...

Comments: If class members know each other too well you might have them pretend their partner is a stranger.

*Assertiveness: One Option for Self-Protection**

Objective: Students will identify assertive responses to sexually exploitive or abusive situations.

Time Required: 45 minutes

Materials: Handouts: Recognizing Assertive, Nonassertive and Aggressive Behavior
Conflict Situations

Procedure:

1. ***Introduction:*** State that many incidents of sexual abuse develop gradually over time. If victims refuse advances, they may be able to protect themselves against abuse. One way to refuse advances is to assertively tell the offender to stop what they are doing. Explain the objective and overview the activity.

2. Review the principles of assertive, aggressive and passive behavior discussed on the handout. Give several examples of each.

3. Divide students into an equal number of groups, 3 to 4 students per group. Using the Conflict Situations handout, give half the groups situations 1, 2 and 3 (A Groups) and the other half of the groups situations 4, 5 and 6 (B Groups).

4. Instruct groups to discuss how the victim might be feeling in each situation and to make up two assertive responses for each. Emphasize that they are to come up with an *assertive* response, *not* an aggressive or violent response. Tell them they will be sharing their responses with another group. Allow 10-15 minutes.

5. Combine each A Group with a B Group. Ask Groups to share their situations and responses with each other. Allow 10-15 minutes.

6. Reconvene the class. Ask the following questions:

   a. In which situations was it easiest to make up an assertive response?

   b. In which situations was it difficult to make up an assertive response?

   c. Why might it be difficult to make an assertive response in some situations? (Mention if students do not: hurting someone's feelings, worry about being wrong or overreacting, fear of the power of the offender.)

   d. What might make being assertive easier? (Mention if students do not: practicing, remembering to put one's safety before another's feelings, assertively responding is less likely to hurt than aggressive or blaming responses, remembering everyone has the right to say no to touching they don't like.)

e. What could you do if being assertive did not work? (Mention if the students do not: leave the situation if possible, get help.)

Summary: Emphasize that assertiveness is a skill that may help avoid sexual abuse. For many people, assertiveness is a new skill and may take practice to become more comfortable and natural with it.

Note: If time permits, ask students to make up additional conflict situations and have them practice writing and saying assertive responses for each situation.

Comments:

1. It is important that students believe they have a "perfect right" to be assertive in order to protect themselves even if the assertive statement is not accepted or well received by others.

2. It is important that teachers are sensitive to the cultural issues of your group. In many cultures women have been taught to be passive and submissive in order to be accepted. These values may make it more difficult to be assertive. Students from these cultural groups may need additional support and practice in using assertiveness to protect themselves.

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*Developed by ETR Associations, Santa Cruz, CA, 1986.

Recognizing Assertive, Nonassertive and Aggressive Behavior*

1. ***Assertive behavior*** involves the direct expression of one's feelings, needs, opinions or legitimate rights without being punishing or threatening to others and without infringing upon the rights of others. Eye contact, facial expression, body posture, tone and loudness of voice are nonverbal behaviors that can enhance or detract from the verbal behavior. Assertive behavior involves expressing one's feelings and opinions honestly and directly rather than expecting the other person to read one's mind.

   Assertive Techniques - If direct statements do not communicate your intentions, two other techniques might be useful. They are:

   a. ***"Broken record"*** is an assertive behavior that is effective when an initial assertive response is not taken seriously—when someone will not take "no" for an answer. It involves repeating a simple, honest statement or refusal without hostility or excuse. For example: "No, I won't do that," "No, I can't do that because it's against my principles."

   b. ***"Fogging"*** is an assertive behavior that is effective when a direct statement of feeling would escalate an uncomfortable or even hostile situation. The intent of fogging is to defuse a situation. For example:

      In response to a situation of nonthreatening teasing by a classmate, "You're chicken," a fogging response would be, "That may be so."

      In response to a hostile statement from an angry person, "You make me furious because you never want to have fun," a response could be "You're right" or "I'll think about that."

2. ***Nonassertive behavior*** is failing to express one's feelings, opinions, needs or preferences, or expressing them in an indirect manner. A statement such as "I suppose we could go to the dance" represents an indirect verbal communication in which the other person must infer what the opinions or needs of the speaker really are. Nonverbal behaviors you may see are nervous or inappropriate body movements, avoidance of eye contact, hesitant speech pattern, tense body posture and low voice level. Behaving nonassertively in a situation means restricting or denying one's rights because of failure to express feeling. Nonassertive behavior places the responsibility for making decisions on the other person.

3. ***Aggressive behavior*** is expressing feelings and opinions in a way that is punishing, threatening, assaultive, demanding or hostile. Direct verbal aggression would include name-calling, threats, verbal assaults, humiliation and hostile remarks, sarcasm and malicious gossip. Nonverbal aggression may include threatening or hostile gestures and physical assault. One who engages in aggressive behavior disregards or infringes upon the other person's rights. There is little or no consideration of the feelings and rights of the person who is the object of the aggression. The person who behaves aggressively assumes little responsibility for the consequences of his/her behavior.

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*Developed by ETR Associates, Santa Cruz, CA, 1983.

Conflict Situations*

A Groups

1. You get on a bus by yourself. A stranger sits down next to you and puts his or her hand on your thigh.

2. Your brother's friend spends the night and you wake up and find him in your room touching you.

3. A relative visits and you feel very uncomfortable with his or her long and "mushy" kisses.

B Groups

4. While collecting on your paper route, a woman customer offers you a beer, puts her arm around you and remarks what a fine body you have.

5. A friend of your cousin's offers you a ride home and instead of taking you to your home, he drives down a dead-end street, parks and starts rubbing his hand on your leg.

6. A family member comes into your bedroom in the middle of the night and kindly and gently touches you on your private areas or asks you to touch his or her private areas.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

*Pressure Lines**

Objective: Students will understand the pressures from other people that may prevent them from acting on their feelings. Students will learn to make assertive responses to "pressure lines."

Time Required: 30-40 minutes

Materials: Handout: Pressure Lines

Procedure:

1. ***Introduction:*** Tell students that sometimes, even when we know what we want to do or should do, other people may give us messages that talk us out of trusting our feelings. When the person is someone that we care about, such as a friend or a relative, it is very hard not to listen to their messages. Tell students we'll call these messages "pressure lines" because they put pressure on our feelings. Review assertive, nonassertive and aggressive responses.

2. Pass out Pressure Lines Worksheet. Explain to students that they will be given a list of pressure lines sexual offenders use, and their task is to think of and write down responses to each of the pressure lines. Allow students 15-20 minutes.

3. Collect worksheets. Either read a variety of the responses to each pressure line or shuffle the worksheets, pass them out to the students, and have them volunteer responses.

4. Discuss with students how they would feel if they were told these lines and how they would feel if they were able to respond.

Summary: Review how the pressure lines made students feel and how being able to think of a response made them feel. Tell them that simply being able to respond to a pressure line reduces its influence and helps us trust our feelings and act on them.

(Note: Some teachers ask boys to pretend they are a teenage girl receiving the pressure.)

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*Developed by ETR Associates, Santa Cruz, 1986.

Pressure Lines Worksheet*

Instructions: Below are pressure lines that offenders sometimes use to make it difficult for young people to resist sexual abuse. Write your responses in the spaces on the right. DO NOT INCLUDE YOUR NAME.

Example	***Response***
1. Everybody does this.	1. ____________________ ____________________ ____________________
2. If you care about me, you'll do it.	2. ____________________ ____________________ ____________________
3. If you don't do this, I won't love you anymore.	3. ____________________ ____________________ ____________________
4. You need to learn sometime.	4. ____________________ ____________________ ____________________
5. We did it once before, so what's the problem now?	5. ____________________ ____________________ ____________________
6. Don't you love me?	6. ____________________ ____________________ ____________________

7. Don't you want to try it to see what it's like?

7. ______________________________

____

____

8. If you don't, bad things will happen.

8. ______________________________

____

____

9. If you do it, I'll be nice to you.

9. ______________________________

____

____

10. You want it as much as I do.

10. ______________________________

____

____

11. Don't you like me?

11. ______________________________

____

____

12. If I don't someone else will.

12. ______________________________

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Skills to Prevent Date Rape

*Setting Limits**

Objectives: Students will learn about setting sexual limits as one prevention strategy for date rape. Students will practice using a decision-making model to set sexual limits. They will also observe how one teenager communicated her limits to her date.

Time Required: 35-45 minutes

Materials: Filmstrip: *Teenage Sex: How To Set Limits, Part I: Decision Making.*
Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, NY 10570.
Handout: Setting Sexual Limits
Projector, tape recorder, decision-making process written on butcher paper or blackboard

Procedure:

1. ***Introduction:*** Teenagers can sometimes prevent date rape by setting sexual limits for them selves and communicating these limits to their date. Setting sexual limits prior to beginning a dating relationship can help them take control of their own sexual behavior and reduces the chances that a date might pressure them into becoming involved in behavior they aren't ready for. State the objective and overview the activity.

2. Show filmstrip. Stop at frame 48.

3. Distribute the handout, review instructions and ask students to complete the worksheet individually.

4. Divide students into small groups of 4-6 each. Ask group members to share their alternatives and consequences from the worksheet.

5. Reconvene class and show the rest of the filmstrip to illustrate how Emily used decision making to set limits for herself.

Summary: Students may find that setting sexual limits is a decision they have to think through several times as their dating relationship grows or changes. Emphasize that a victim is not to blame for a rape if he/she didn't set or communicate their limits. Setting limits will not protect everyone from date rape.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Setting Sexual Limits*

Instructions: Emily doesn't feel ready to have sex with her boyfriend Jerry. Help her think through her alternatives for setting this limit.

	Consequences	
ALTERNATIVES	POSITIVE	NEGATIVE
1.		
2.		
3.		
4.		
5.		

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* For use with *Teenage Sex: How To Set Limits, Part II Decision Making*. Pleasantville Media, Pleasantville, NY. Developed by ETR Associates, Santa Cruz, CA, 1986.

Talking About Sexual Limits*

Objective: Students will identify communication skills that can help them talk to a date about sexual limits. Students will practice using these skills.

Materials: Handouts: Negative and Positive Communication Role Plays
Skill Practice with a Partner: Refusing An Unreasonable Demand

Time: 55-60 minutes

Procedure:

Introduction: Many teenagers want to set sexual limits in dating relationships but find it difficult to communicate these limits to each other. Many fear hurting their date's feelings, appearing foolish or losing the relationship. State the objective and overview the activity.

PART I: Role Play/Discussion

1. Ask 2 students to read the Negative Communication Role Play. (Make sure to give them the instructions at the beginning of the script about how to play their role.)
2. Ask 2 other students to read the Positive Communication Role Play. Instruct the class to pay attention to how the characters in the second role play communicated more effectively than the first.
3. Ask students to identify how the second role play was more effective.
4. State that the main character in the second role play communicated more effectively because he/she used 3 specific skills: positive body language; clear, direct, honest communication; and "I" messages. Give examples of each from the role play.
5. Present the following information about each of the skills.
   a. *Positive Body Language:* Looking directly at someone shows you care about them and want to see and hear their reaction. Sitting up straight, leaning forward, occasionally touching them, communicates that you have something important to say and are comfortable saying it.
   b. *Clear, Direct, Honest Communication:* Speaking in a clear strong voice indicates you have confidence in what you are saying. Avoiding the use of too many speech fillers like "Uh," "you know," "yeah," also indicates confidence. Direct statements about what you think, feel or want increase the chances that you will be understood.

c. *I messages:* An effective communication tool to express what you think, feel or want, without blaming or accusing the other person. A model for I messages is:

"When you ____________________ (describe behavior),
I feel ______________________ (describe your feeling),
because ______________________ (how behavior affects you).
I want (or would appreciate it if) ______ (what you want)."

For example:

Tom is dating Jill and has been paying for all the dates. He resents it.

I Message: "When I pay for all the expenses of our dates, I feel resentful because I am spending a lot of my money on our relationship. I think I would feel better if you would start paying for some of the things we do. Are you willing to try that?"

Jill feels pressure to spend more time with Tom than she wants to.

I Message: "When you tell me you are hurt because I want to spend time with some of my other friends, I feel uncomfortable because they mean a lot to me. I need you to understand that sometimes I will make plans with my friends. Can you accept that?"

PART II: Skill Procedure

1. Tell students they will have an opportunity to practice using these skills with a partner. Say that you will give each of them a situation where they must refuse an unreasonable demand. These situations will not be related to sex.

2. Ask students to find a partner and designate a Person #1 and Person #2.

3. Hand out Skill Practice Situation A for Persons 1 and 2. Give students 1-2 minutes to read the situation and decide how they are going to communicate the skills they've learned.

4. Allow 3 minutes for Person #1 to practice using the communication skills.

5. After 3 minutes ask students to discuss the first skill practice by answering the following questions:

    a. Was he/she direct and clear?
    b. Did he/she look at you and speak in a clear, strong voice?
    c. Did he/she use any I messages?
    d. What worked well?
    e. What needed improvement?

6. Hand out Skill Practice Situation B and ask students to switch roles. Repeat steps 8-10.

7. Reconvene class and ask volunteers to share what was easy and what was difficult about using the communication skills.

Summary: State that these communication skills can help teens talk about their sexual limits with a date, thus taking control of their own sexual behavior and reducing the chances that a date may pressure them into behavior they aren't ready for. Emphasize that a victim of date rape is not to blame if he/she didn't communicate their sexual limits and that communicating limits will not always protect everyone from date rape.

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*Developed by ETR Associates, Santa Cruz, CA, 1986

Negative Communication Role Play

Instructions to Person Playing "Major Role": In this situation, you should communicate poorly. Avoid looking at your partner; look down and around the room. Sit in a slumped, withdrawn manner and fidget with your hands. Mumble, speak softly, and don't speak smoothly. Try to convey the image of a person doing something he/she is very uncomfortable with, a person who has little self-confidence.

Major Role = M Minor Role = m

M: I've been thinking about us a lot, and I'm really...

m: Oh really? What have you been thinking?

M: Well, you know, I, uh, I like you a lot. I like going out with you. I was thinking maybe we ought to, you know, talk some and make some, uh, some decisions. Uh, you know, I would hate to be in a spot where we'd, uh, where something happened. You know what I mean?

m: No, I don't.

M: Well, It's just that we like each other a lot and I guess that I think that, uh, it's time for us to, uh... you know, talk about... I'd hate to get in a spot where something happened...that neither of us wanted to happen...

m: Hmmm..

M: You don't know what I mean.

m: Well, sort of...

M: Well, just the last couple of times, you know, the last couple of times we've gotten together, uh, it was kind of, you know, it was kind of hard to go home at the end of the evening.

m: Yeah, it was.

M: And, uh... uh... I'm not sure about this... uh... Does that upset you? I didn't mean to, I didn't mean to, uh...

m: Uh, ummmm...

M: I didn't mean to upset you, it's just that we have a lot of feelings for each other and...and I'd hate to...

m: It makes me nervous. But we do have a...I do like you a lot, too. And I have a good time with you. But...

M: Oh, I didn't mean to, uh, to make you nervous. We don't have to talk about it. You know, why don't we just go to the movie?

m: You know, I think there's a good movie at the theater down on the corner.

M: Really?

m: Yeah.

M: Great! Let's go then.

m: Okay!

Positive Communication Role Play

Instructions to Person Playing "Major Role": This time, try to convey the image of someone who is much more confident. Look at your partner. Sit in a relaxed but confident way. Speak clearly with a confident tone of voice, but don't try to be perfect.

Major Role = M Minor Role = m

M: I have something I want to talk with you about before we go out for the evening. It's something I've been thinking about a lot, and I would like us to have some time to talk.

m: Oh, sure, I'd like that.

M: Ummm...

m: I think we should always talk about what's on our minds.

M: Well, I guess I'm not sure how to say all of this. Uh, I was thinking about the last couple of times we were together.

m: Uh-huh.

M: And, I really enjoyed the time we have together, not only going out and being with you and you know—kissing the way we do...It felt great!

m: Yeah...

M: I really didn't want to leave you at the end of the evening.

m: Uh-huh...

M: You know...Uh, I know we haven't talked about stuff like that, but, uh...

m: Oh, I would...yeah...

M: You know, I—I think...I have a lot of feelings for you and, uh, and I really like going out with you but I don't feel ready to have sex with anyone yet.

m: Uh-huh.

M: Well I'm afraid we're getting too serious and I worry we're going to end up having sex and I wonder if we could decide together about not doing that.

m: Well, I've been feeling that way too, and it would be okay with me if we put off having sex for a while.

M: Oh, do I feel better! I was worried that if we talked about not having sex you'd get mad and never go out with me again.

m: I do want to go out with you. And just to prove it, let's go to the movies.

M: Before we do I need to talk about one more thing.

m: Yeah?

M: Uh, it's easy to say we won't have sex but how can we make sure we really don't?

m: Well, I could promise not to pressure you.

M: Yeah, and we could go out more with friends and not spend a lot of time alone parking.

m: Sounds good. Let's see how that works and talk about this again in a few weeks.

M: Oh, I really do like you.

Skill Practice with a Partner: Refusing an Unreasonable Demand

Situation A—Person #1

Your friend has borrowed close to $50 from you over the last three months. He/she keeps promising to pay you back, but doesn't come up with the money. You have decided to demand that your friend pay you back—you can't accept any more excuses.

The scene begins with Person #2 asking you for money so that his/her sister can buy some medicine. You should use all of your good communication skills to respond to Person #2 and to let him/her know your limits about loaning money.

Skill Practice with a Partner: Refusing an Unreasonable Demand

Situation A—Person #2

Somehow you just can't keep your money organized and you are always broke. You owe your friend $50, but have had to keep putting him/her off because you just don't have the money. Now you realize you need to borrow another $10 in order to buy a present for your boyfriend/girlfriend. You know your friend will never loan you money for that. So, you decide to tell him/her that your sister is sick and needs the money for medicine. You really do intend to pay your friend back someday.

The scene begins with you asking your friend, Person #1, for money so your sister can buy some medicine.

Skill Practice with a Partner: Refusing an Unreasonable Demand

Situation B—Person #1

You have really grown to count on your best friend at school. He/she has helped you with your homework and has even helped you finish a couple of English assignments so you could turn them in on time. You just started dating a new guy/girl and haven't found time to do your English term paper that is due in two days. You know your best friend has just completed a term paper for another teacher.

The scene begins with you asking to copy his/her term paper so you can turn it in for your English class.

Skill Practice with a Partner: Refusing an Unreasonable Demand

Situation B—Person #2

You and your best friend at school often do homework together and you really enjoy his/her company. Sometimes you feel like he/she depends on you too much to help finish his/her homework, but he/she is a good friend and you don't like to say no. This time, however, your friend has gone too far. He/she has asked to copy your latest term paper for his/her English class. You worked hard on your term paper and feel it would be unfair and dishonest for him/her to use it.

The scene begins with your friend asking to copy your term paper. You must use all of your good communication skills to respond to Person #1 and to let him/her know your limits.

*Problem Solving**

Objective: Students will learn one model for problem solving that may be used to solve problems in their lives.

Time Required: 45-50 minutes

Materials Needed: Handouts: Problem Solving Chart
Ken's Story
Kathy's Story

Procedure:

1. ***Introduction:*** Explain to students that one of the challenges of problem solving, particularly in the areas of sexuality and sexual abuse where the issues are "grey" or emotionally charged, is determining what the problem really is. Somehow we are "magically" supposed to know how to solve problems, yet we often do not have much training or practice. Through trial and error we each devise unique ways of solving our various problems. Particularly for complex, emotional problems it is useful to identify a method to think our problems through. Overview the activity.

2. Choose a problem situation to be resolved using the Problem Solving Chart. Use Kathy's Story or Ken's Story, or another relevant problem such as: a student struggling to decide if he/she should take a job or drop an extra- curricular activity; a senior failing a class needed to graduate; getting caught smoking or drinking in school, etc.

3. Distribute Problem Solving chart to students.

4. Complete the chart using the following steps:

   Step #1 - Identify the problem and write it in Step 1 of the chart.

   Step #2 - Identify what the person wants to happen and write it in Step 2.

   Step #3 - Identify the options the person has and write them across Step 3.

   Step #4 - Under each option listed in Step 3, list what the results of each option could be and fill in the boxes below each option.

   Step #5 - Based on this information, decide on the best choice and fill in Step 5.

5. Reinforce the importance of clarifying the basic problem. When examining the possible outcomes of each action, discuss what each might feel like. The number of boxes do not correlate with the number of possible responses, they are simply to illustrate that some options have more possible outcomes than others. Reinforce that the "best" solution may not always be the easiest.

Summary: Explain to students that they do not have to fill out a problem solving chart every time they have a problem. The chart is only to teach them a process for solving problems. The point is to clarify the basic problem and follow the problem solving method to obtain a solution.

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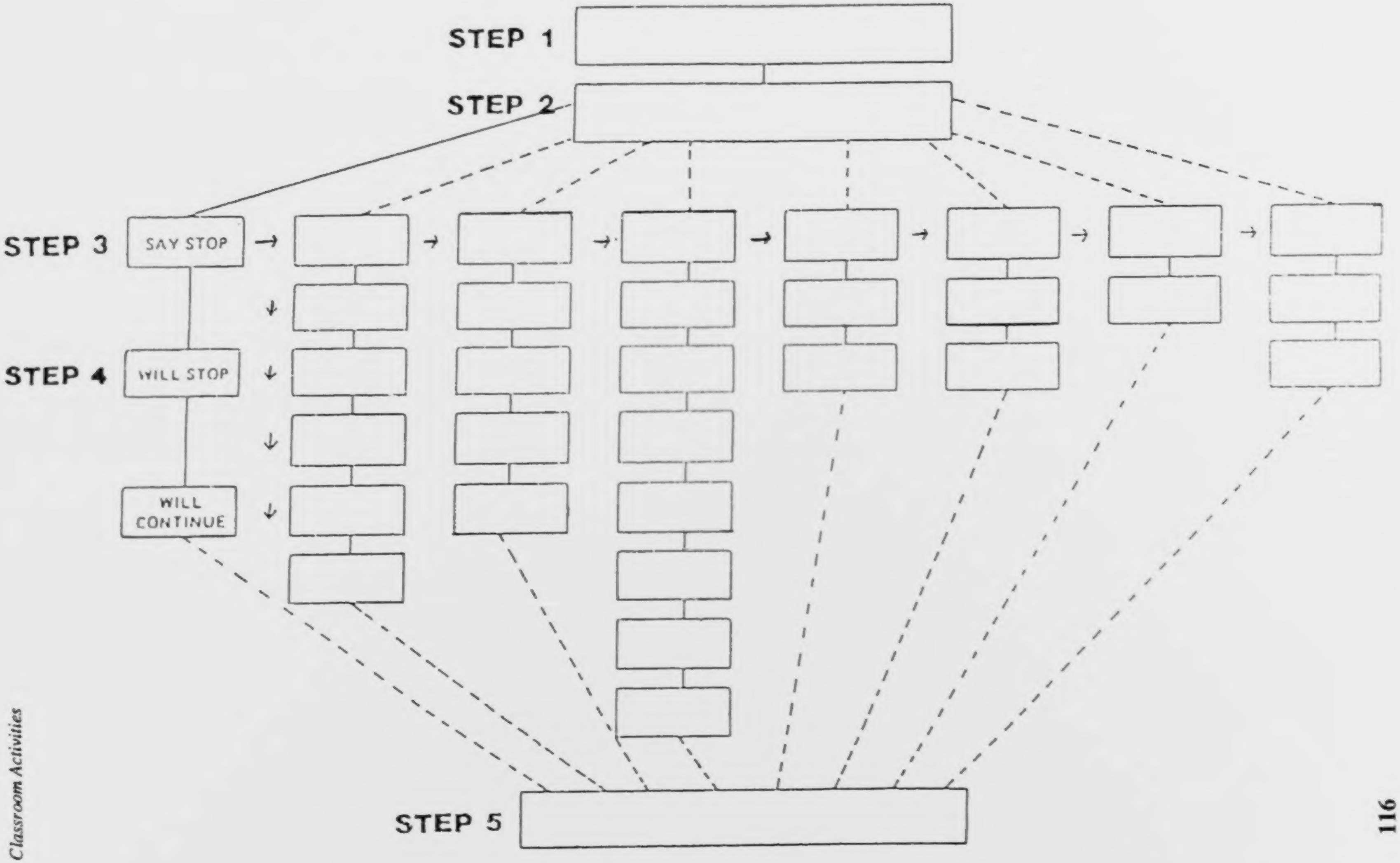
*Adapted from: *No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

Problem Solving Chart*



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*Adapted from: *Sexual Abuse Prevention Program*, Alamana Caswell, Child/Youth Services MH-MR Program, Burlingrion, NC, 1982

Kathy's Story*

Kathy and Paul had a great time at Jill's party. Kathy had been a bit embarrassed when Paul announced to everyone how much he liked her. She was proud that he said it in front of his friends, even his old girlfriend, Sue. Kathy was also excited because her parents were not going to be home for about an hour. She wanted to have time with Paul to talk about their relationship. When they got to her house they began kissing. Kathy wanted to stop and talk. "Paul," she said a little nervously, "let's talk." Paul just continued to kiss her. Kathy finally got up enough courage and said, "I really like you— more than anyone I have ever liked before, but..." Paul stopped for a minute and said, "I like you a lot too." Then Paul moved his hands closer to Kathy's breasts. Kathy froze. They had talked before about Paul pushing her too fast. Kathy had said she resented the pressure from Paul to do more sexually than she was comfortable with. She liked Paul, and she really liked kissing him. She liked Paul touching her, but this was different.

What is Kathy's problem?

What does Kathy want?

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*Adapted from: *No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

Ken's Story*

Ken has always been active in sports. As he entered high school, everyone just assumed he would try out for hockey because he had been playing for years. Ken was accepted on the school team. He met a lot of new friends on the hockey team and enjoys the time he spends working out with them. His parents are supportive of his participation in sports at school and attend many of his games. They are proud of his athletic ability and the notoriety he has at school. Hockey practice has been taking up more and more of Ken's time and he spends less time skiing. Ken is considering dropping the team to have more free time. He is getting a lot of pressure from the coach of the hockey team and his teammates not to quit. Ken's parents were disappointed when he told them he wanted to quit the team. They suggested he spend weekends studying to catch up in math and science instead of skiing, as he would usually do. Ken feels a lot of pressure to stay on the hockey team, yet he feels as though he doesn't really know what to do. While playing hockey he's not supposed to ski.

What is Ken's problem?

What does Ken want to do?

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*Adapted from: *No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High School Students*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

Getting Help

*No More Secrets**

Objective: Students will learn the importance of telling someone if they have been sexually victimized.

Time Required: 25 Minutes

Materials: Film: *No More Secrets* from O.D.N. Productions, 74 Varick Street, New York, NY 10013, (212) 431-8923
16 mm projector

Procedure:

1. ***Introduce the film:*** This is a film about children who have been sexually abused. Although these children are 8 to 10 years old, there may be situations in your lives that are similar. Ask students to watch the film while thinking about the following: Why are the children afraid to tell? How did their friends respond?

2. Show the film.

3. ***Discuss the following:*** Why were the children afraid or reluctant to tell? How did their friends help? How did each say no? Were they aggressive, passive or assertive? Is saying no a total safeguard against abuse? What if saying no doesn't work? (Get away, get help.)

   These children were 8 to 10 years old. Would feelings of victims or helping strategies for friends be different for teenagers?

4. ***Summarize:*** Saying no and telling are powerful tools for preventing sexual abuse. Abuse is still not the victim's fault if he/she is unable to say no, tell or get help.

   Note: Although the children in the film go to other children for help, it is important for students to discuss adult sources of help.

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*Developed by Caren Adams and Jennifer Fay in cooperation with ETR Associates, 1985.

How to Find Help*

Objective: Students will identify local resources that provide help and support to a victim of sexual abuse.

Materials: 10-15 copies of the local telephone book
Handout: Resource List For Young People

Time: Part I: 20-25 minutes/Part II: 30-50 minutes

Procedure:

PART I

1. ***Introduction:*** State that in our community there are resources that offer help and support to a victim of sexual abuse and that the purpose of the activity is to identify some of these resources.

2. Pass out Resource List For Young People.

3. Divide participants into groupa of three. Give each group a phone book and ask them to look up and write in the phone number of each agency listed on the Resource List. Review where information may be found in the telephone book: (e.g., social service agencies, police department, sheriff, emergency numbers, city and county numbers, etc.).

4. When most of the groups have completed their lists, assign each 2 or 3 of the agencies to research as a homework assignment. To complete the research they are to call the agency to find out:

   a. What kinds of services do they provide?
   b. What fees do they charge for their services?
   c. Are there any restrictions on whom they can help?

PART II

5. When students have completed the research on the community agencies ask them to make a poster that advertises each agency and the services it provides or have them write a radio or television advertisement that explains the agency's services.

Summary: Ask students to share their posters and advertisements.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Resource List for Young People*

Al-Anon/Ala-Teen ________________

Center for Child Abuse Prevention ________________

Child Protective Services ________________

Crisis Clinic/Crisis Line (24-hour) ________________

Family Planning Clinic ________________

Health Department ________________

Hospitals:

- Information and Referral ________________
- Mental Health Clinic ________________

National Runaway Hotline ________________

Runaway Hotline ________________

Planned Parenthood ________________

Police Department ________________

Sheriff's Department ________________

Teen Pregnancy Hotline ________________

Venereal Disease Hotline ________________

Women's Support Shelter ________________

Youth Shelters ________________

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Telling Someone*

Objective: Students will role play "telling someone" that they are a victim of sexual abuse.

Materials: Handout: Role Play Situations

Time: 25-35 minutes

Procedure:

1. ***Introduction:*** State that telling someone you are a victim of sexual abuse is one of the best ways to prevent the abuse from happening again. However, victims often find it hard to tell someone they've been abused because they may feel ashamed, guilty, or worry that they will be blamed, even though they aren't responsible. Sometimes if we practice what we might say before we are in the situation, it will be easier if we ever need to tell someone. Overview the activity.
2. Divide students into groups of two. One person will be an apple and one will be a banana.
3. Pass out Role Play Situations. Tell the apples to pick one of the situations and role play the part of the victim telling a friend or relative about the abuse described. Tell the bananas to play the role of a caring friend or relative. Allow 3-5 minutes for the role play.
4. Ask students to switch roles, having the bananas select a situation and role play the part of the victim telling a friend or relative about the abuse. (Allow 3-5 minutes.)
5. Reconvene the class and ask volunteers to share how it felt to role play a victim telling someone about an abuse. Ask students what might make it easier to tell a friend or relative. (Mention if they don't: telling someone they trust and feel close to.) Remember that the abuse is not the victim's fault.
6. Tell students to imagine telling a Child Protective Service (CPS) worker or law enforcement officer about an abuse. Ask them how that might feel different from telling a friend or relative. Ask what might make telling CPS or law enforcement people easier. (Mention if they don't: having a trusted adult go with you.) Remember that CPS and law enforcement people are there to help make sure the abuse doesn't happen again.

Summary: Emphasize again that telling someone about it is the best way to stop abuse, even though it is not easy. If the first person they tell does not believe them or if that person cannot help, they should tell someone else. And even if victims are not able to tell someone, the abuse is not their fault.

Comments: It is important that students are allowed to chose which situation they wish to role play in case they have been a victim of some type of sexual abuse.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Role Play Situations*

1. You are a 13-year-old boy. A relative has been sexually abusing you for the last 4 years. You can't take it anymore and decide you have to tell someone.

2. You are out with a guy you've dated several times. You go to a drive-in movie and make-out a little. Suddenly he begins pressuring you to go all the way. When you refuse he forces you to have sex. He threatens to hurt you if you tell someone.

3. You've been babysitting regularly for your parent's best friends. During the last three months the children's father has made a pass at you when he takes you home. You are really getting scared because he won't take no for an answer. You want to tell someone.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

*How to Help a Friend**

Objective: Students will identify guidelines for helping a friend who has been a victim of sexual abuse.

Time Required: 25 minutes

Materials: Handout: A Friend's Dilemma

Procedure:

1. ***Introduction:*** Current studies show that approximately 1 in 4 girls and 1 in 10 boys will be sexually abused. Many times, sexual abuse doesn't just happen once, but continues because the victim doesn't get help. In order for the victim to get help they need to tell someone what is happening. One person they might choose to tell is a friend. State the objective and overview the activity.

2. Hand out A Friend's Dilemma and ask students to read the dilemma and write down ways they might help this friend. Allow 8-10 minutes.

   (This step could also be done by having small groups discuss different ways to help the friend.)

3. Reconvene class and ask a few students to share one or two ways they might help Rachel.

4. Ask them to help you make a list of guidelines for helping a friend. Make sure to include the following:

   - Listen carefully to what he/she is saying. Don't laugh (laughing is a common reaction when embarrassed or nervous).

   - Believe your friend. He/she may be confused about details, but does not need or deserve to be disbelieved.

   - Maintain confidentiality. Do not tell other friends about your friend.

   - Help your friend to tell an appropriate resource person such as Child Protective Services, police or sheriff, school nurse, counselor, social worker, parent, etc.

   - Support your friend for talking about it. Understand that talking about sexual abuse is not easy.

   - Let your friend know that you care about him/her and that you want to help.

   - Let your friend know that the assault is not his/her fault. They may feel they were tricked into going along with the abuse, or that they didn't take the action they thought appropriate.**

Summary: State that we have made a good list of ways to help a friend who has been sexually abused. The most important things to remember are to listen, believe your friend, not blame them and encourage them to tell a trusted adult.

Note: Students may have questions about what happens when someone reports a sexual assault. It is important that you address their questions and concerns. If you have not covered the information earlier in your curriculum you may want to contact your local Child Protective Services or rape crisis center for information about what happens to the victim and offender after an assault has been reported.

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*Activity developed by ETR Associates in cooperation with Caren Adams and Jennifer Fay, 1985.

** From *No Easy Answers*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

A Friend's Dilemma*

Your friend Rachel is spending the afternoon with you and you begin to talk about dating and falling in love. All of a sudden she gets serious and tells you that her father's best friend has been coming to her house when her father isn't home. She says he has been touching her in ways that make her very uncomfortable. She doesn't know what to do. She makes you promise not to tell anyone.

Should you keep the secret? Why or why not?

What things could you do to be helpful to your friend?

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*Developed by ETR Associates in cooperation with Caren Adams and Jennifer Fay, 1985.

Media Influences

Themes in Advertising

Objective: Students will identify themes in advertising that may influence attitudes about sexuality and sexual abuse.

Time Required: Part I: 45 minutes/Part II: 30 minutes

Materials Needed: Popular magazines, newsprint, glue, chalkboard or easel and magic marker

PART I:

Procedure:

1. ***Introduction:*** Explain to students that what we see in television, movies, billboards and magazines often affects what we buy, how we behave and what we think we need in order to fit in. Many advertisements are filled with stereotyped sex roles with rules for females and rules for males. It is important for us to keep in mind the different messages for males and females and to consider the ways that advertisements influence our lives. Although none of us likes to admit that advertisements affect or influence us, there is a lot of pressure to look a certain way and to purchase certain things because of the media. Often, if someone doesn't look or act like everyone else, they are treated as if something is wrong with them. The images we are bombarded with in the media determine our ideas of what people should be. We get strong messages that imply if we are to be sexually attractive, we should use products X, Y and Z. Often the media perpetuates stereotypes for representing males as tough, un emotional, powerful, controlled and aloof, and representing females as seductive, passive, weak and little-girl-like. These stereotypes can be harmful when they affect our attitudes and expectations of others.

2. Divide students into three small groups and give each some popular magazines from which to cut advertisements.

3. Provide students with the following instructions:

Group 1	Find advertisements that show attractive men. Find advertisements that show attractive women. Describe the sex role messages you see.
Group 2	Find examples of advertisements that use ordinary or plain faces. What are the products they try to sell? What is the message in the advertisement used to sell them?
Group 3	Find advertisements selling products to make you beautiful, attractive, sexy, desirable, natural, etc. Describe the models used to advertise these products.

4. Allow groups 20 to 30 minutes to find pictures. They should cut out the best examples and make a collage on newsprint to display their pictures.

5. Have each group share their collage and findings with the rest of the class.

Summary:

Point out how the collages demonstrate the pressure from the media for people to look and act a certain way. Although the impact and influence of the media is debatable and controversial, many people believe it shapes our behavior and attitudes.

PART II:

Procedure:

1. Have students choose a time when they can watch television commercials. Ask them to list five products advertised for personal use and describe what the advertisement promises the product will do.

2. Students will present their findings to the class.

3. Make a master list on the chalkboard or easel to collectively list all the advertisements and their promises:

PRODUCT	PROMISE OF WHAT IT WILL DO

4. Discussion should take into consideration whether the promises seem realistic, why people would buy the product and what the advertisements say a man or woman should do to look sexy or attractive. We see and hear a lot about sex and sexuality on television. Ask students how this influences our values and attitudes about sexuality and sexual abuse.

Summary: Suggest that students continue to view advertisements critically to learn how they affect our lives and beliefs.

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*Adapted from: *No Easy Answers*, Cordelia Anderson, Minneapolis, MN: Illusion Theater, 1982.

Song Lyrics–Identify the Message*

Objective: Students will identify messages in music that may contribute to the incidence of sexual abuse.

Time Required: 30 minutes

Materials: Record player, record albums (Ask students to bring in their favorite record albums.)

Procedure:

1. ***Introduction:*** Explain to students that the lyrics of some popular songs may contain messages that reinforce society's attitudes about sexual abuse.
2. Have students share the names of their favorite albums or songs.
3. Choose one or two songs to play on the record player.
4. Ask students: "What do you like about the song?" "What are you hearing?" "What are the messages?" "What influence could the messages have on the listener?"

Summary: Although the influence of the media is debatable, it is important for us to be aware of the way the messages in music, television and movies may influence our attitudes and expectations of others.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

IV

APPENDIXES

Appendix A

Background on the Problem

Whether you are preparing to develop or to teach a sexual abuse prevention education program, you will first need to become familiar with the subject. You do not need to become an expert in the field. You will, however, want to be prepared to answer the questions that administrators, teachers, parents and students may ask about sexual abuse and prevention education:

- What is sexual abuse?
- Why all this sudden concern about child sexual abuse?
- Can sexual abuse be prevented?
- How is sexual abuse prevention education different for adolescents than for younger children?
- How is sexual abuse prevention related to sex education?
- Is preventing sexual abuse worth my time and will my efforts make any difference?

The articles in this section have been selected to provide you with the answers to these and other questions.

The first article, titled "Sexual Abuse of Children: An Overview of the Problem," by Rayline A. Devine, MD, provides statistics on the extent, prevalence and dynamics of sexual abuse; a discussion about why children often do not tell when they are victimized; the effects of abuse; and the characteristics of the victims and the offenders. The article concludes with a statement that should be a theme in every prevention education program: "They (children) cannot and should not be blamed for the sexual activity. This responsibility clearly rests with the adult."

The second article, "Thinking About Prevention Education: A Critical Look," by Sandra Butler, presents an historical account of the sexual abuse prevention education movement and describes programs and major prevention education concepts. Two important components of this article are a description of the multicultural and multiracial issues that should be considered when developing or teaching prevention education, and a discussion of the relationship of family life education and sexual abuse prevention education.

The third article addresses a problem unique to the sexual abuse of adolescents: adolescent sexual offenders. "Adolescent Sexual Offenders: A Description Typology," by Michael O'Brien and Walter Bera, describes the different types of adolescent offenders, their potential to offend as adults and their needs for treatment.

The final inclusion in this section is titled "Definitions," by Ruth S. and C. Henry Kempe, and provides a definition of child sexual abuse and the various types of sexual abuse.

Appendix A.1

Sexual Abuse of Children: An Overview of the Problem

Rayline A. De Vine, M.D.

Children are naturally interested in everything. They are curious, courageous, willing to learn, constantly striving to understand adult secrets, to grow up—to become part of the adult world. Yet sexual matters persistently evade their grasp. If children are curious about accessible matters, they are twice as curious about matters that are hidden from them. Sexual curiosity, sexual fantasies, sex play, masturbation, and adolescent sexual experimentation are considered normal parts of a child's development. In fact, children have been described as "polymorphous perverse," meaning that they can be led into a variety of sexual activities.[3] Occasionally, these sexual activities involve an adult, often an adult the child knows, trusts, and views as a dominant figure. This sexual involvement between child and adult has a harmful potential that far outweighs what may have been innocent, playful beginnings.

Sexual abuse of children is not a new problem or a rare occurrence. It is not easily identified or diagnosed; it rarely results in physical injury; and often goes unreported to authorities. Many of the common beliefs regarding sexual abuse are based on misinformation and hearsay. In order to understand and prevent sexual abuse, such myths must be dispelled. Warnings such as "Don't take candy from a stranger!" and "Don't accept rides from people you don't know!" are given to children in hopes of protecting them from sexual assault. Yet, most children are sexually abused by people they know and trust. Children who are sexually abused are not special children with special characteristics; they are not of one age, one sex, one race, or one social class. They are not victims of any particular offense. Their role in the offense, their disclosure of the incident, and their reaction to the assault all differ. In the last few months we have treated:

☐ A six-year-old boy who had gone to use the bathroom in a supermarket while his mother waited in the check-out line. While in the bathroom, he was subjected to anal sodomy by an older boy.

☐ A four-year-old girl who had a positive vaginal culture for gonorrhea. Initially, her older brother was believed to be the source of her infection. It was later found, however, that her mother's boyfriend was actually responsible.

☐ A nine-year-old girl who had to be examined by several physicians under court order because her mother claimed her father had been molesting her. The parents were involved in a custody suit.

☐ Two fourteen-year-old, run-away girls who had been beaten and raped after they were picked up while hitchhiking. They refused to obtain medical treatment out of fear of police involvement. They knew their physically abusive parents would be notified, and they would be forced to return home.

☐ A two-year-old girl who, according to her father, had been involved in homosexual activity with her mother. This later proved to be another custody suit.

☐ A fourteen-year-old girl who went to the local police station to ask for protection from her father. She had been involved in an incestuous relationship with him for the past five years; her mother refused to believe her; her relatives refused to help her.

It is clear that sexual abuse is not easy to define. Permissible childhood sexual behavior varies in accordance with cultural taboos and family and social tolerances. Yet, to work with sexually abused children and their families, some definition of the problem is needed. As discussed in the Introduction, sexual abuse can be defined as contacts or interactions between a child and an adult when the child is being used as an object of gratification for adult sexual needs or desires. It is an experience that interferes with or has potential for interfering with a child's normal, healthy development. It is an experience with which the child may not be able to cope physically, intellectually, or emotionally. Physically, the child may find the experience highly sexually stimulating but rarely satisfying.[3] Intellectually, the child's stage of cognitive development may not be sufficiently advanced to permit comprehension of the experience. Emotionally, the child may not be mature enough to isolate his or her own feelings from the feelings of others. Thus, a sexually abused child may suffer anxiety from excessive, unfulfilled physical stimulation,[3] distortions and misconceptions due to intellectual limitations, and emotional disturbances from his own and his incorporated feelings of guilt and shame.[4]

We are becoming more aware of the needs of sexually abused children as a result of recent efforts to address the needs of battered and neglected children. There are, of course, similarities in these cases, particularly when sexual abuse is perpetrated by a parent or guardian. However, as more information is gathered about these problems, it becomes increasingly evident that there are substantial differences between most cases of child sexual abuse and most cases of child battering. These differences are reflected in case identification and diagnosis, judicial handling, and the treatment needs of child and family. For example, battered children often have multiple old and new injuries which cannot be adequately explained by their parents. In such cases, the diagnosis of abuse can often be made on the basis of physical findings. Sexually abused children, however, rarely sustain physical injury; the diagnosis of sexual abuse may rest entirely on the history as given by the child.

Many battered children, because they are injured directly or indirectly by their caretakers, must be removed from their homes, at least temporarily. Sexually abused children are often returned home following initial treatment unless a parent or guardian is clearly responsible for the abuse or is unable or unwilling to protect the child from a recurrence of the abuse. Children who have been sexually abused by a parent or guardian may be removed from their homes until such time as the parent-offender is removed through legal proceedings. In cases of sexual abuse that are adjudicated under criminal law, the child victim is subjected to a complex and often lengthy legal process which includes giving testimony against the offender, often in an open courtroom.

Battered children and their families may require long-term assistance. Crisis intervention is often sufficient treatment in cases of forcible or non-forcible sexual assault by a stranger and in cases of non-forcible sexual abuse by a person known to the family when the parent's primary concern is protecting the child and meeting his or her needs. Willingness to accept help and high motivation to seek services are often characteristics of these families. Parent-child incest usually requires longer and more intensive therapeutic intervention. More intensive intervention also may be required in cases in which the parent of a sexually abused child seeks to protect the offender or is for some other reason unable to focus on the child's needs. Clearly, then, only certain kinds of sexual abuse lend themselves to the diagnosis and treatment plans used in cases of child battering. A new focus and new approach are needed in the management of many types of cases of sexual abuse of children.

It is difficult to determine the actual number of sexually abused children in the United States. The incidence of sexual abuse may be greater than the incidence of physical abuse.[2] For example, over a ten year period in one county in Minnesota, there were 5,000 reports of suspected child neglect, 660 cases of physical abuse, and 2,400 reports of child sexual abuse.[8]

Crimes against children also account for a large proportion of all reported sex offenses. From 1965 to 1969 in Washington, D.C., a third of all reported rape cases involved a victim under age 15; 13 percent were under age nine.[5] In a similar study of reported rapes in Philadelphia conducted during 1973, 12 percent of all victims were ten or younger and 40 percent 15 or younger.[10] Though these figures are alarming, it is believed that reported cases of childhood sexual abuse represent only a small proportion of the actual incidence of this problem.[13]

National estimates generated in 1969 by the American Humane Association indicate that each year there may be at least 4,000 cases of sexual abuse in every large city.[2] A retrospective study conducted by Landis in 1956 indicates that some form of childhood or adolescent sexual abuse may occur in as much as one-third of the population. In this survey of 1,800 middle-class college students, 35 percent of the females and 30 percent of the males reported a prior experience with sexual abuse. Of the 360 females who had such an experience, only half disclosed the abuse to their parents, and only a tenth of the incidents were reported to the police. Of the males in the study, only one in six even reported the incident to their parents.[7]

Children may keep an assault secret from their families for many reasons. They may fear rejection, blame, punishment, or abandonment; they may feel their parents will not believe them.[1] Boys are less likely to disclose abuse than girls.[7] Children in general are most likely to report a single assault by a stranger.[2] [7] The closer the relationship of the offender to the child or family, the less likely it is that the child will report the incident.[11] Thus, delay in reporting a sexual assault is common in childhood, as is the incidence of repeated assault.

Even when the abuse is disclosed, parents may be reluctant to report the incident to the police [11] or social service agencies. This reluctance may stem from cultural taboos; fears of social censure, blame, or punishment; lack of physical injury to the child; or apprehension about involving the child in legal proceedings. The identity of the offender may also affect the parents' decision to report. They may fear retaliation by the offender, or they may feel a need to protect an offender who is a family member or friend, especially if reporting the offense could precipitate the loss of economic or emotional support.

According to the 1969 study conducted by De Francis in two boroughs of New York City, up to a third of the cases that are reported to the police may be dropped before they come to trial, either because parents decide to withdraw the complaint or the offender cannot be positively identified. In this study, up to 44 percent of the cases taken to court were dismissed for lack of evidence.[2] In the study conducted by Peters in Philadelphia, among the group of 121 adolescents who reported being raped, 28 percent were urged to drop charges by the police. Of these, over half of the complainants reported that the police did not believe them.[10]

High estimates of the incidence of sexual abuse raise pressing questions about the nature of this phenomenon. Although generalizations are plagued with exceptions, we felt it useful to review and synthesize available studies of reported cases. From this undertaking, it appears that sexually abused children can range in age from infancy to young adulthood. In studies of victims under age 16, the average age was 11.[2] [6] Girls were more likely to be molested as pre-adolescents, while boys were somewhat older.[7] Among reported cases, female victims outnumbered males ten to one.[2] [6] [15] [17]

Types of offenses against girls included exhibitionism, fondling, genital contact, vaginal, oral or anal intercourse. In Landis's study, over half of the sexually abusive experiences reported by college girls were encounters with exhibitionists; 25 percent gave a history of fondling by an adult; and only about ten percent reported that attempts at penetration were involved in the abuse.[7] Studies that reviewed reported cases and/or court cases, however, showed a higher incidence of rape and sodomy.[2] [15] Nearly all male experiences with sexual abuse involved a male offender and included fondling, mutual masturbation, anal intercourse, and fellatio.[6] [7] Several studies indicate that nearly half of the child victims were involved in more than one experience with sexual abuse;[2] [7] [15] some of these offenses recurred over a period of weeks or years.[2] [15]

At least half, and possibly as many as 80 percent, of all child victims were sexually abused by people known to them.[1] [2] [8] [10] [13] [15] [18] Parents, parent-substitutes, or relatives were responsible for from 30 percent [2] [8] [18] to 50 percent [1] [13] of all cases. In general, studies indicate that sexual abuse of children occurs most frequently during the summer,[6] usually indoors,[2] [10] and during the late afternoon or early evening.[2] [8] [10] Over one-third of the assaults on children were reported to occur in the child's home, while 20 percent occurred in the home of the offender.[2] [10]

Because of the child's trusting relationship with the offender, the use of physical force rarely is necessary to engage a child in sexual activity. The cooperation of the child can be obtained through the adult's position of dominance, a bribe of material goods, a threat of physical violence, or a misrepresentation of moral standards.[1] [2] In complying with the adult's wishes, a child also may be attempting to fulfill needs that normally are met in other ways. For example, a child may cooperate out of a need for love, affection, attention, or a sense of loyalty to the adult.[1] Conversely, a need to defy a parental figure, express anger about a chaotic home life, or act out sexual conflicts may make a child vulnerable to sexual exploitation.[18]

Inadequate supervision by parents and failure to set proper controls for a child's behavior may be contributing factors to sexual abuse. It has been estimated that parents directly or indirectly contribute to over 70 percent of all cases of sexual abuse.[2] In De Francis's study, 41 percent of the families showed behavior indicative of psychosocial disturbances. In a third of these families, there was a history of a prior sexual offense involving a family member; 11 percent of the mothers had been child-victims themselves.[2]

Since violent encounters are unusual, the proportion of children who suffer serious physical injury is low. Hayman and Lanza found that as few as four percent of young female assault victims needed outpatient medical care for major injuries (usually vaginal or vaginoperineal tears); and only three percent required hospitalization.[5] The incidence of venereal disease following sexual assault also is low. For example, in one group of 418 sexually abused girls 14 and younger, less than one percent contracted gonorrhea.[17] However, since gonorrhea is transmitted by sexual contact, it is an important indicator of childhood sexual abuse.

Children's immediate reactions to an assault vary. Peters found that 11 percent of 64 child victims reported that they no longer felt safe where they lived; 20 percent began to eat less; 30 percent showed changes in sleeping habits; and 20 percent had nightmares. Of those in school, ten percent stopped going.[9] [10] Landis found that approximately half of the victims surveyed recalled the abusive experience as frightening, shocking, or emotionally upsetting.[7] In the interviews conducted by De Francis with child victims and their parents shortly after a reported incident of sexual abuse, two-thirds of the children were found to have some form of identifiable emotional disturbance and 14 percent were severely disturbed. Among these children, the most common reactions were pronounced feelings of guilt and shame and loss of self-esteem.[2]

Adolescent victims may be more likely to encounter physical force or violence than younger children. For example, of 121 cases of rape reported by adolescents in Philadelphia, 86 percent involved forced intercourse. After the assault, 42 percent of the victims showed changes in eating habits; 38 percent showed changes in sleeping habits; and 34 percent reported disturbing dreams and nightmares.[9] [10]

Both the initial and the long-term effects of a sexual assault on a child are closely related to the child's age and relative maturity, the child's relationship to the offender, the degree of force or violence associated with the offense, the family's and society's reaction to the assault, the prior existence of any family pathology, and the legal process.[11] [12] In general, it appears that the closer the offender-child relationship, the more invasive or violent the assault, the more disrupted the home, and the longer the court process, the more likely it is that the initial emotional impact of the abuse will be stressful and that psychological damage will result.

Just as most studies of victims of sexual abuse focus on reported cases, most studies of offenders are conducted with those who have been apprehended. For the most part, these studies have dealt with sex offenders in general; few have focused on the particular characteristics of sex offenders who commit crimes against children. From the information available, it appears that the adult who is convicted of sexually abusing a child usually does not fit the stereotype of a mental defective or the clinical category of pedophilia (see Chapter VII). Most offenders are male; their average age is about 30.[2] [8] [15] In one study, 80 percent had at least attended high school, and 60 percent had an adequate job history.[15] Half of these offenders had been charged with at least one criminal complaint prior to the offense; and approximately two-thirds were described as having some personality disorder, though few were psychotic.[15] Alcohol may play a significant role in many sex offenses against children;[5] [14] some studies show that as many as a quarter of the offenders have a history of an excessive use of alcohol.[15] [16]

Although sex offenders cannot be stereotyped, and the role of the child in the offense varies, it is not difficult to assign responsibility when sexual intimacy occurs between an adult and child. Whatever the child's needs, it is the adult who must exercise control. Although children sometimes find the moment pleasurable, the attention gratifying, they cannot and should not be blamed for the sexual activity. This responsibility clearly rests with the adult.

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Appendix A.2

Thinking About Prevention Education — A Critical Look —

SANDRA BUTLER

Since 1978 the sexual abuse of children has become a discrete field of research, analysis, treatment and public education. Experts in the field are trying to understand a number of issues: the different kinds of sex offenders and their motivation; generational repetition of abusive behaviors; developmental repercussions for the victimized child; treatment and intervention strategies that have been successful to date; and ways to understand the similarities and differences between intrafamilial and extrafamilial abuse patterns.

We are still learning the many ways sexual abuse can occur. From fathers to babysitters, from strangers to older children, from teachers to clergy, there appears to be no end to the permutations children encounter in their efforts to negotiate the often predatory world of adults and older children. We are beginning to discover the numbers of children who have been kidnapped, tortured, and used in pornography and for prostitution, both in well-organized rings and by individual adults.

In a recent random sample of 903 women, 28 percent reported being sexually abused before the age of 14 (Russell, 1983). Current estimates suggest that one boy is victimized for every three girls and that a quarter of all abuse occurs before the age of seven (Finkelhor, 1984). In 1983 there were 72,000 reported cases of child sexual abuse with 61,200 reports involving girls (85 percent) and 10,800 involving boys (15 percent) (Cohn et al, 1985). While this increase in reporting is heartening, most victims still remain unrecognized, untreated and silent.

This piece acknowledges that everything we know about sexual abuse we have learned from the courage of children and adults who have persisted in speaking out with insistence and strength about their experiences. We owe them no less courage in our continuing effort to prevent further victimization by fighting back against those who would oppress and limit children's information, options, resources and potential power.

These alarming statistics have generated another, even newer field—the prevention of child sexual abuse. There has been a massive proliferation of books, films, professional presentations, videos, live theater, puppet shows and classroom curricula, all directed at children, parents, teachers, concerned community members and mental health practitioners. While this work is most welcome, very much needed, and often excellent, some issues have not been sufficiently addressed. This article will focus critically on them.

History

The field of child sexual abuse prevention education developed from two different sources. The first had its roots in the publication of *The Battered Child*, written by two physicians (Kempe and Helfer, 1968). This ground-breaking book clearly identified, with the use of the x-ray machine, that physical abuse was indeed a fact of children's lives and its authors focused national outrage on this issue. Nearly ten years later sexual abuse was added to the widening dimensions of child abuse and was typically seen to occur out of a confluence of factors. Intrapsychic or interpersonal deficits, dysfunctional family systems, stress related behaviors, alcohol or chemical dependencies and poor impulse control were seen to be at the roots of much abusive behavior. This analysis is based on abuse being a confluence of mental health factors and interventions were developed to reflect that perspective.

The second source of child sexual abuse prevention efforts grew out of a conference held in 1971 sponsored by the New York Radical Feminists. This was the first public declaration about women's experiences of rape and resulted in a series of public recommendations including the suggestion that schools provide psychological and physical self-defense education for children. These women defined the issue of sexual abuse quite differently than the child welfare professionals. To feminists, the sexual abuse of children, in addition to being dangerous, damaging and pervasive, is seen as an inevitable outgrowth of power and gender relations. Further, it is seen as a primarily male behavior, a consequence of male socialization that tacitly permits violence against those less powerful, namely women and children. The blurring of violence and sexuality in the culture is implicit in this view.

These fundamental differences of definition have generated avenues of prevention education that emphasize different outcomes and create different problems. Nearly all prevention programs stress the importance of saying no to unwanted touch, telling an adult, getting away from the abuser or situation, and understanding that a person is not to blame for the behavior of others. But these messages have different meanings and limitations depending on how they are taught. Many mental health professionals and prevention educators teach children that it is possible to avoid being sexually abused if the child has mastered the responses mentioned above. However, in my view, this is merely a first step. New strategies are necessary to equalize the inherently unequal relationship between children and adults. Adults must remember that it is often frightening to be a child in a world populated by powerful giants who are in charge and sometimes behave in unpredictable and confusing ways.

Protection versus Empowerment

Much as we would like, parents and educators cannot always be available to children. Nor are all adults able to empathize with a child's experience. One irony is that adults known to children constitute a high percentage of the sources of their potential abuse and danger. Common sense tells us that children should trust parents and adults as only one resource—they need to learn to trust themselves as well.

Children must be allowed to feel more powerful in the world. Thus it is important for prevention education programs to expand the boundaries of children's lives, not reduce and limit them. Teaching children to use each other as potential allies in dangerous situations is an important addition to prevention education. Programs that teach prevention within the framework of empowerment are premised on the belief that one primary reason children are abused and molested is because they are powerless. Children are potential victims because they are small, vulnerable, without many resources, and with insufficient information or skills to protect themselves. Prevention programs should offer children of all ages information about sexual abuse, personal safety, self-defense and their bodies. Prevention programs should discuss ways to assess and strategize about possibly dangerous situations and teach young people to turn to each other for support. These skills will help children deal with a wide range of life situations.

For example, after a prevention workshop for children, Jennifer came to ask for help because her father had been sexually abusing her for years. With her came her best friend, Luisa, who knew all about the abuse. As Jennifer told her story she frequently cried so much she couldn't go on talking. Each time Luisa picked up the story, explaining what had happened and encouraging Jennifer to go on. With the help of her friend Jennifer was able to do something she might not have been able to do alone.[1]

Groups of children acting collectively are a powerful and important prevention technique. It is testimony to the logic and wisdom of bonding.

Colao and Hosansky, in *Your Children Should Know,* have outlined their suggestions for the "Child's Bill of Personal Safety Rights." It is a foundation of any prevention education program no matter what the emphasis or variation might be.

1. The right to trust one's instincts and feelings.
2. The right to privacy.
3. The right to say no to unwanted touch or affection.
4. The right to question adult authority and say no to adult demands and requests.
5. The right to lie and not answer questions.
6. The right to refuse gifts.
7. The right to be rude or unhelpful.
8. The right to run, scream and make a scene.
9. The right to bite, hit or kick.
10. The right to ask for help.

It is important to remember that these guidelines are specifically for children's personal safety if they find themselves in potentially dangerous or threatening situations. This information needs to be presented in age-appropriate ways with careful illustrations and discussion. It does not frighten children and is comprehensive. Best of all, it has been consistently successful. To the degree that we, as caring adults, provide children with techniques and skills for interacting with their world is the degree to which we have a far greater chance of preventing their victimization.

Self-Defense Techniques

Teaching children that they have a right to say no to an adult or older child is the primary mission of most programs. For too many educators the word no has assumed a magical quality. The word itself is imagined to be enough to surround a child with a protective mantle. While no may be sufficient to ward off assaults by offenders who are timid, cowards, or not expecting any resistance, surely one word will not deter a molester who is determined and persistent. Other programs incorporate a self-defense yell thereby providing children with another defensive resource that may serve, in its unexpectedness, to scare off an attacker, bring other potential allies to the scene, and create in the child a sense of being powerful and effective.[2]

Even preschool children can recognize warning signs, can be taught to break secrets and can give a self-defense yell. It is easy and fun to teach children a positive self-defense skill. Children handle it quite responsibly and it has been shown to be an effective and simple technique in the prevention repertoire. Recently a three-year-old was kidnapped from her parents' car while sitting with her brother in a parking lot outside a crowded store where her parents and hundreds of other adults were shopping. Imagine the different outcome if she and her brother had simply given a series of loud and strong yells.

Trina was playing in her yard when a man came over and attempted to drag her to his car. She immediately gave her self-defense yell and five other neighborhood children ran toward her and joined in the yell. The man, unable to believe what was happening, let go of Trina, ran to his car, and drove off.[3]

Colao and Hosansky define self-defense as "anything that enables someone to safely escape a dangerous situation." That can range from complying with the assailant until an opportunity for escape presents itself to saying no; from screaming and yelling to physically resisting. It is the "knowledge that one's physical and emotional well-being is in one's own control and is not controlled by others." This leaves room for the child to make a judgment in her/his own interest.

Some prevention educators are concerned about the reticence teenagers (even those well-trained and well-versed in martial arts) have shown in using defense skills against those they know who are behaving in threatening ways. These educators feel programs for teens should emphasize assertiveness skills, values clarification and early recognition of the subtle coercion and/or peer pressure that commonly precedes acquaintance and date rape. Self-defense training that incorporates information about physical strategies, psychological techniques and provides skills in the early recognition of potentially abusive situations uses a broader definition of self-defense than merely a series of punches, kicks or jabs.

The more information and resources we offer children the more possibility for a successful outcome of a menacing situation. For example, a six-year-old was visiting her friend. Her friend's father asked her to accompany him to the woodshed and help him carry wood. Once

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inside the woodshed he locked the door and started to molest the little girl. She kicked him in the shins, climbed out the window and ran home.[3] Such an experience would increase any child's sense of power and effectiveness in her/his own defense and develop a strong sense of body image and self-confidence. This is an important part of sexual assault prevention education.

Multi-Cultural and Multi-Racial Programs

What about the children whose lives are not reflected in the skits, the images, the plays or the books? What of the Black child whose older brother was beaten by a policeman? Or the Chinese child who lives with her grandmother, an undocumented worker whose presence at home must be kept from white authorities? Or the Latina whose family shows affection in more expressive ways than traditional white families? Or the Japanese child whose family does not physically express their deeply felt love? Prevention education programs must find ways to incorporate all the children who need information in ways that are culturally sensitive and reflect a full spectrum of life experiences.

Not all children live in a world in which authority figures—policemen, principals, counselors, teachers—are either concerned or respectful of them or their lives. This sad fact makes it even more necessary for prevention education programs to provide a full complement of sizes and shapes, varieties and colors, histories and language skills in their approach. The more children see their lives mirrored in powerful leadership roles, the more self-esteem and positive self-worth can develop.

Some programs have made the important beginning of translating prevention information from the "original" (English) into other languages. Yet the multi-cultural realities of family living represented by those languages are often overlooked. A white prevention educator speaking fluent Spanish is certainly a welcome addition to a classroom of Hispanic children, but she/he is not Hispanic and the children will not see her/him as one of them. A program's staff, community outreach and educational materials must reflect the community's multi-cultural, multi-racial balance. Otherwise it is as vulnerable to charges of racism and classism as is the society as a whole. This is a glaring omission in nearly all of the programs I reviewed, with the exceptions of SAFE and CAPP, both of whom do classroom presentations. (See Part II, *Prevention Programs at Work*, for descriptions.) Sally Cooper's words are still critical: "Every child in every community deserves to have prevention information that is culturally sensitive and in their primary language."[4]

Sexual Abuse Prevention and Family Life Education

What are the sex-negative messages we give when a six-year-old is told that certain parts of her body are "private" and shouldn't be touched? What does it mean to teach about sexually abusive touching without teaching sexual information? We are walking a tightrope, talking about sex without really talking about sex. In most programs words for genitalia are not used or defined, nor are explanations of sexual behavior given. While information about personal rights, personal safety, self-care and self-protection is provided, there is no teaching about sex. It is an omission with far reaching consequences.

One reason for this silence about sexual matters is that, as a society, we have felt it is the parents' job to teach children about sex. Human sexuality is laden with family values, religious beliefs and lifestyle choices. For those reasons, family life education is usually entrusted to the adults in the child's life who can transmit those values and beliefs most directly.

In an effort to study what parents tell children about sexual abuse and sexuality, 521 parents in the Boston area were surveyed (Finkelhor, 1984, p. 134). Several patterns became clear. Parents were uncomfortable with telling their children about sexual abuse and, to a great extent, they were uncomfortable precisely because it meant talking about sexual matters. Sexuality and sexual abuse are potentially anxiety-producing subjects that can remind parents of their own childhood feelings and bring back memories of their personal unease with the subject. It creates fears of "doing it wrong," of a lack of information, as well as a natural desire to protect their children from needing to know about dangers in the world and their own developing sexual selves. But at the same time that parents are confused and anxious about discussing sexual matters with children, schools have been reluctant, for obvious reasons, to provide this education. One consequence of these fears is that for many children the only family life education they receive will be limited to prevention education about sexual molestation. Clearly we need to do a more thorough job of teaching than that.

While the field of prevention education is still in its infancy, family life educators have been at work for decades developing a vast range of resources that include books, pamphlets, films, audiovisual aids and curricula. Resources are geared to specific populations with unique concerns (including the hearing impaired, blind, spinal cord injured, people with mental retardation) as well as a full complement of multi-racial, multi-cultural materials for children from preschool through adult. While many of these resources are excellent, they are not yet incorporated into prevention or personal safety education for political as well as pragmatic reasons.

Whose Job Is It?

An understanding of sexual information can help children recognize impermissible sexual touching. This can be particularly important since trickery and misrepresentation are often used to get a child to accede to unwanted sexual behavior. Both prevention and family life educators are clear that only professionals who have themselves been trained to teach sexual information and abuse prevention should teach them. However, issues of sexuality and sexual abuse need to be discussed by *all* the caring adults in a child's life because each is important in the child's experience.

Some prevention educators feel the current media attention on sexual abuse has marked a shift in outreach away from parent involvement and toward more focus on professional presentations in classrooms. Presumably, the argument goes, if parents are molesting children in such large numbers they are not a useful resource for prevention and education. This presumption is both shortsighted and unnecessary.

Programs that have included parent education in their outreach have reported much enthusiasm and success for their efforts. And, as author Jennifer Fay reports, even children who are being molested by a male family member find their mothers consistently available and responsive when sensitive outreach is made to include them. In addition, parents are the biggest supporters of prevention programs in schools. Parents are the major socializers of their children, the primary transmitters of family and religious values and attitudes. They can provide the daily, consistent teaching children need if abuse prevention education is to be effective. Parents are the most valuable resource educators have. Together parents and educators can be allies in a shared effort to keep children informed and safe.

Policy Questions: Where Do We Go From Here?

Since prevention is a young field with new programs springing up across the country, we are still operating on our best "hunches" about what works and what doesn't. Educators must move beyond hunches to more rigorous assessment and program development. The following questions deserve further research and investigation.

1. How can we better assess and evaluate primary prevention education? How can we further understand what is effective and empowering for children?
2. What are positive ways to teach sexuality education and healthy sexuality to children and adolescents that incorporate male and female sex roles?
3. What is the relationship between attitudes learned through prevention education and altered behavior in children?
4. What is the role of the educator in intervening to avoid generational replication of abusive behavior?
5. How can we target particularly vulnerable segments of the population for special outreach and prevention education?
6. How can we identify and intervene with potential molesters? What signs of aggressive behavior require more proactive intervention?
7. What is the role of law enforcement in prevention education?
8. What legal reforms need to be made, both civil and criminal, to incorporate child advocacy into the disposition of child sexual abuse cases?
9. What is the role and responsibility of the media with its increasing sexualization of children in advertising, films and pornography?
10. What are the successful ways to mount public education campaigns about the dimensions of child sexual abuse and the need for prevention?

Building Bridges

For prevention education to be thorough, for children to be truly safe, the communities in which they live must be safe. Churches, synagogues, law enforcement, community and social service organizations need education and encouragement about the importance of their role in providing children with a safe environment. Businesses need information about the crucial importance of well-supervised day care for their employees since there have been many attacks made against this invaluable resource for working parents. In his article, "Protecting Child Care," author and prevention educator Rich Snowdon reminds us that child care workers have historically been child advocates and parent supporters. They work with children because they care about and respect them, and they are as anxious as the rest of the community to rid centers of abusive people.

The prevalence of sexual violence in our culture needs to be challenged, thereby raising the level of consciousness about the issues prevention education encompasses. The media, which has emphasized sensational stories about abuse, must change its focus to publicizing the successes that children educated in self-defense and prevention techniques have enjoyed.

There are some who would use the issue of sexual abuse as a way to further control children's lives—to threaten, intimidate and undermine their innate sense of self-reliance. Any effort to insist on old-fashioned ideas of "good kids" is a dangerous one. We have learned beyond any question that "good kids" are endangered kids. Respecting authority without question, never challenging those in power, remaining silent and isolated in life situations keep children vulnerable and victimized. *Unquestioning obedience is not good or safe for children.*

Providing children and adolescents information about their bodies and their right to personal safety is entering unfamiliar territory—that of empowering our children while making ourselves available to them as allies. It is providing them with the intellectual, emotional, physical and strategic resources that will allow them to realistically assess a variety of potentially dangerous situations and decide how to handle them. It is having the confidence that children can and will use good judgment in dealing with each other and with adults and knowing that children who are treated with respect do, in turn, treat those around them with respect. It is understanding that keeping children safe is the responsibility of all adults in that child's world. And that in order to fulfill that responsibility we must educate ourselves so that we can join in partnership with them to create an environment that is safe, supportive, strengthening and joyful.

***Acknowledgements:** I particularly want to thank Jennifer Fay, Tamar Hosansky and Richard Snowdon for their willingness to share their experience and concerns. A special thanks to Barbara Rosenblum whose rigorous thinking informs my own.*

Notes

1. Reported in the Child Assault Prevention Training Center of Northern California newsletter, 1983.
2. Child Assault Prevention Program begun in Columbus, Ohio in 1979. First multi-cultural, multiracial self-defense program for children nationally. SAFE (Safety and Fitness Exchange), Tamar Hosansky, President. For descriptions of both these programs, see Part II, *Prevention Programs at Work.*
3. Reported in Child Assault Prevention Training

Center of Northern California newsletter, occurred in Columbus, Ohio, 1980.

4. Sally Cooper. Child Assault Prevention Program National Training Center, Columbus, Ohio.

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Reprinted from *The Educator's Guide to Preventing Child Sexual Abuse*, Mary Nelson and Kay Clark, Eds., Santa Cruz, CA: Network Publications, 1986.

Appendix A.3

Adolescent Sexual Offenders: A Descriptive Typology

Michael O'Brien and Walter Bera

Michael O'Brien is the founder and director of the Program for Healthy Adolescent Sexual Expression (PHASE), East Communities Family Center, Maplewood, MN. He is a psychologist and PhD candidate in Educational Psychology at the University of Minnesota. O'Brien formerly directed the Minnesota Department of Corrections Incest Treatment Program. He has worked with offenders, victims and families for over ten years as a therapist, trainer and educator. He has published articles on this and related topics, conducted numerous training workshops and is recognized nationally as a leading expert in the developing knowledge on adolescent sexual offenders. The PHASE Program is regarded as a model for outpatient, community-based treatment of this population.

Walter Bera has worked as a therapist with sexual abuse victims and offenders for ten years. Before that he was a prevention specialist with Illusion Theater's well-known sexual abuse prevention program. He has worked with teenage offenders and their families in PHASE, East Communities Family Center, Maplewood, MN, for the past 4 years.

The focus of attention concerning treatment and prevention of sexual abuse has traditionally been on victims or potential victims. Efforts to understand and treat offenders is only now gaining respectability in the field. This attention has largely focused on adult perpetrators. Only recently has the problem of adolescents who engage in sexually victimizing behaviors received serious consideration.

In the past, teenagers who committed acts of sexual abuse were thought to be awkward explorers of their emerging sexuality. Abusive acts were dismissed as misguided sexual experimentation or developmental anomalies—the "boys will be boys" rationalization—by professionals interested in protecting adolescents from social stigmatization.

Some recent studies, however, suggest that adolescent sexual offenders represent a serious social problem. Not only do they commit a relatively large number of sexual crimes (in 1983, juveniles accounted for 40% of the total arrests for sexual offenses excluding prostitution in St. Paul), but these often represent the early stages of a developing sexual deviance that the adolescent carries into adult life.

Groth, Longo and McFadin (1982) administered an anonymous questionnaire to 83 convicted rapists and 54 convicted child molesters. The results were surprising. The majority of these adult offenders had committed their first sexual assault as teenagers. They continued the criminal behavior and were arrested only after repeated offenses. Most had been convicted more than once for a sexual crime. And they admitted anonymously to having committed two to five times as many offenses for which they were not apprehended.

An even more convincing study was conducted by Abel, Mittleman and Becker (1984). After securing a federal guarantee of immunity from prosecution for respondents, they interviewed over 350 sex offenders, many of whom had never been prosecuted. Over half had committed their first sexual crimes before they were 18 years of age. Child molesters who were attracted primarily to young boys had the earliest onset: 53% reported deviant arousal patterns by age 15 and 74% by age 19. More

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alarming still was the finding that those offenders who began their sexual victimization "careers" in the teenage years committed an average of 380 sexual crimes by the time they were interviewed as adults.

Of course, it would be erroneous to assume that every teenager who engages in an inappropriate sexual act, even when that act is defined by statute as a crime, would likely go on to become a sexually deviant adult. Still, these studies do present a powerful rationale for early intervention. The best way to minimize the number of sex offenses and their corresponding harmful effects is to intervene at the beginning or before the abuse pattern is established.

Also, children and adolescents are more amenable to behavior change than adults. Most will have a home environment that can be mobilized to provide support and make it easier for the family to undergo therapeutic intervention aimed at systemic change. And social institutions such as schools, churches, and community organizations can help by implementing prevention programs for young teenagers before the first sexual victimization occurs.

The Program for Healthy Adolescent Sexual Expression (PHASE) was created in 1981, in response to the increased awareness of the prevalence and seriousness of adolescent sexual offenses. PHASE is an outpatient, family-centered program for the assessment and treatment of adolescents who behave in sexually inappropriate or victimizing ways.

The program represents an alternative to either community indifference or unnecessary out-of-home placement of sexually troubled youths. Because it is an early intervention program, it serves a dual function: it provides treatment for and prevention of sexually abusive behavior. PHASE provides a comprehensive program of clinical services involving psychological assessment, sexuality education and individual, family and group therapy. Since its inception, over 350 adolescent offenders have been assessed and treated at the center.

The adolescents treated at PHASE appear to fall into seven distinct groups based on their behaviors and associated personal and family variables. The PHASE typology is a useful therapeutic and research tool that provides concrete descriptions of behaviors, personality and family correlates and motivations for each type. This provides a framework for suggesting appropriate treatment modalities and strategies for each type of adolescent perpetrator described.

"Adolescent sexual offenders represent a serious social problem. Not only do they commit a relatively large number of sexual crimes . . . but these often represent the early stages of a developing sexual deviance that the adolescent carries into adult life."

CASE EXAMPLE

Type 1: *The Naive Experimenter*

Johnny is a 13-year-old boy who had been asked to babysit a neighbor girl, age 5, named Nicky. Johnny had been babysitting for only a short time and the situation was still new to him. While there he discovered a *Playboy* magazine hidden under the couch and Johnny found the explicit photographs arousing. While helping Nicky change into her pajamas he wanted to see what it was like to kiss and touch her in the way depicted in the photographs. After a short time he felt guilty and stopped. Later that week Nicky told her mother and Johnny was arrested for criminal sexual conduct.

The naive experimenter is usually young (age 11–14) and has little previous history of acting-out. He has adequate social skills and peer relationships. He tends to be sexually naive and the abuse appears to have been situationally determined (i.e., babysitting, family gathering, camping, etc.).

He engages in a single or a few isolated events of opportunistic sexual exploration with a young child between the ages of 2 and 6. There is usually no force or threats. His primary motivation for the abuse is to explore and experiment with his newly developing sexual feelings.

The typical therapy issues are to provide a concrete education in adolescent sexuality versus sexual abuse for both the adolescent and his parents. A major goal is the development of more open family communication on issues of sexuality in order to minimize his future inappropriate sexual behavior. The treatment of the naive experimenter typically ends at the conclusion of a short-term, intensive assessment/education program.

CASE EXAMPLE

Type 2: *Undersocialized Child Exploiter*

Jerry, age 16, had no close peer relationships and only a few school acquaintances. He could be considered a loner, and he spent a good portion of his time watching television or playing video games at home. He was well-liked by his parents and was no trouble at home or at school. When playing outside he was often by himself or with considerably younger children.

In the course of playing with younger children he became involved with them sexually and required fondling and oral-genital contact as an initiation rite for membership in a club he had formed. No threats or force were used, but he did maintain secrecy with the children by telling them not to tell their parents. One of the children told a teacher and Jerry was arrested for criminal sexual conduct.

The undersocialized child exploiter suffers from chronic social isolation and has few friends his own age. He gravitates toward younger children who admire or accept him and is internally dominated by feelings of inadequacy and insecurity. He has little history of acting-out socially, and the family often has a structure of an overinvolved mother and distant father.

The abusive behavior can reflect a chronic pattern of sexual behaviors with children that include the use of manipulation, trickery, enticement, rewards, etc. The victim is usually a young and available child in either babysitting, neighborhood play, or family situations. His motivation for the abuse typically is an attempt to achieve intimacy, a sense of self-importance, self-esteem, self-identify or autonomy.

Therapy issues include intervening in a family whose members are abnormally dependent. The offender is family-centered, not peer-centered. Role reversals may be apparent. There is a need to change the structure and style of communication in such families, as well as teach communication skills to the offender, who typically has inadequate or poor peer social skills. Typical referrals are for community-based adolescent sex offender treatment that includes individual, peer group and family therapy when community safety concerns have been met. For example, in a sibling incest situation, the offender may need to be removed from the home temporarily until safety and therapeutic prerequisites are met.

CASE EXAMPLE

Type 3: *Pseudo-Socialized Child Exploiter*

Norm was a 17-year-old boy, the youngest of six children. He was an exceptional achiever: an A student and in the top bracket of students completing the SAT. This religious and college-bound youth had also engaged in kissing, oral-genital sex and penis-vaginal rubbing with a niece 6 years younger than he.

The abuse events occurred regularly over a three-year period and it appeared he had trained her into a victim role and coaxed her to remain silent. Vaginal redness led to questions by the girl's physician and her final disclosure. The entire family was grievously shocked when Norm was arrested for criminal sexual conduct.

The pseudo-socialized child exploiter is generally an older adolescent who has good social skills and is comfortable, but not intimate, in peer settings. He has little or no history of acting-out socially and he expresses confidence and security in most arenas. He may be a victim of early childhood abuse (physical, sexual, emotional) or neglect. A "parentified child" family role is likely. He is often intellectually gifted and a hard worker.

The pseudo-socialized child exploiter's abuse behavior often lasts for some years. The behavior is highly rationalized by the offender and he demonstrates little remorse or guilt. He characterizes the abuse events as mutual, intimate and noncoercive. His motivation appears to be a guiltless and narcissistic exploitation of a vulnerable child to gain sexual pleasure.

Therapy goals include breaking through the offender's social mask of propriety and goodness put on for the family and society's sake. He often lacks true motivation for therapeutic change because his ability to rigidly compartmentalize his life is a defense that has become very effective.

> **" . . . studies do present a powerful rationale for early intervention. The best way to minimize the number of sex offenses and their corresponding harmful effects is to intervene at the beginning or before the abuse pattern is established."**

There is a significant possibility that the pseudo-socialized offender will become a life-long pedophile or pathological narcissist. The usual referrals are to a community-based treatment program that includes individual, peer group and family therapy. If he demonstrates a lack of compliance, a residential program is appropriate.

CASE EXAMPLE

Type 4: *Sexual Aggressive*

Troy, age 15, was a victim of severe physical abuse at the hands of his stepfather, his mother's third husband. The mother was passive and often suffered from physical beatings from her husband as well. Troy had a history of fire-setting, theft, vandalism and truancy over several years.

Very social and flamboyant, he took a 14-year-old girl out on a date and when she refused to "go all the way," Troy slapped her and forced her to perform oral sex by threatening her with a screwdriver. When Troy released her, she made her way home and told her mother what happened. Troy was arrested later that evening by police for first-degree criminal sexual conduct.

Sexual aggressives are typically products of disorganized and abusive families. They have good peer-age social skills and are often charming and gregarious. Typically having a long history of antisocial behaviors and poor impulse-control problems, they often fight with family members and friends and are likely to abuse chemicals.

The sexual abuse typically involves the use of forced threats or violence. The victims can be peers, adults or children. Psychological testing usually reveals an antisocial and character-disordered teenager. The offender's motivation for abuse is the use of sex to experience personal power through domination, express anger, or humiliate his victim. In more extreme cases there may actually be a learned sexual arousal to violence per se so that violence alone becomes sexually arousing and the expression of violence enhances the pleasure of a sex act.

Among the therapy issues that need to be addressed is the tendency of family members to undermine the adolescent's constructive therapy goals. The offender must learn more effective, socially approved ways to express his anger and learn to meet his needs in a nonexploitative way. It is difficult to maintain the character-disordered offender's motivation in treatment. The usual referral is to a residential adolescent sex offender treatment program for longer term therapy. Treatment should include intensive individual, peer group and, where possible, family therapy.

CASE EXAMPLE

Type 5: *Sexual Compulsive*

David, age 16, was a football player and a good student. His mother was a traditional homemaker and his father was often gone, working two shifts in a hospital. David committed a series of exposing incidents in front of high school girls near his school and was identified and arrested by the police. In the course of therapy it was discovered that he had exposed himself numerous times to his older sister who kept it a secret and just yelled at him. The total abuse history spanned a two-year period.

The family of the sexual compulsive is usually seen as rigidly enmeshed. The parents are often emotionally repressed and have great difficulty expressing intimacy. The offender has an inability to express negative emotions in any clear and straightforward manner. He typically has engaged in a repetitive, sexually-arousing behavior of a compulsive or addictive nature. Such offenses are usually of a nontouch nature, including window peeping, obscene phone calling, exhibitionism and fetish burglary (e.g., stealing women's underwear).

The offense is usually a planned, solitary activity. The offender appears to experience a reinforcing mood swing while committing the offense, as well as alleviating a current state of anxiety or tension. The acts are often accompanied or followed by masturbation to orgasm.

Typical therapy tactics are not unlike those employed for other compulsive or addictive behavior. They include specifying the cognitive-emotional-behavioral sequence that makes up the deviant chain of events and developing numerous interventions in that sequence that can be practiced in individual, group and family therapy. The typical referral is to a community-based adolescent sex offender treatment program with the option of residential treatment if the behavior is so compulsive that he cannot remain nonabusive in an outpatient setting.

CASE EXAMPLE

Type 6: *Disturbed Impulsive*

Bill, age 15, was living with his father who had won custody of him and his sister after bitter divorce proceedings. He had grown up in a house where there was always tension and anxiety as a result of the marital discord, and he generally learned to keep to himself. One day while taking the vacuum cleaner from his sister's closet he turned to his sister who was sitting in her underwear and grabbed her, tore off her underwear and attempted to mount her while she screamed "Stop! Stop!" Finally she pushed him off and he seemed to "come to his senses," grabbed the vacuum cleaner and left to complete his household chores. Because of the family tension the sister kept the event quiet.

A second incident occurred with a girlfriend of his sister's, whom Bill accosted suddenly while ice skating with her, grabbing her breast and buttocks. This incident was reported to the police and he was questioned and left to the custody of his father. He was finally arrested after accosting an adult female in the laundry room of his mother's apartment building. Again, the assault was sudden and unpredictable. He was subsequently placed in a psychiatric hospital.

Disturbed impulses may have a history of psychological, severe family, substance abuse, or significant learning problems. Sexual abuse is characterized as impulsive, reflecting an acute disturbance of reality testing. It can be a single, unpredictable, uncharacteristic act, or may be one among a pattern of bizarre or ritualistic acts against children, peers and/or adults. The offense may reflect a malfunction of normal inhibitory mechanisms due to thought disorder or a result of chemical abuse. The motivation, therefore, is complex and individually determined.

The therapist must complete in-depth psychological testing and a complete family individual history in order to develop a concrete treatment plan. The referral could be to an inpatient psychiatric unit or residential adolescent sex offender treatment unit. Outpatient treatment is generally not appropriate unless the psychotic or acute reality testing disturbances are controlled through medication or in the case of substance abuse through abstinence while in treatment.

CASE EXAMPLE

Type 7: *Group-Influenced*

Greg, age 13, was a lonely boy whose only friend was Travis, age 14. One evening they went to a neighbor's house after the parents had left. While there, Travis encouraged the group that included Greg, a 12-year-old boy and his 11-year-old sister to engage in a game of "strip poker." The boys began kissing and fondling the girl when her brother went to the bathroom. Both boys told her not to tell but the next morning she told her parents. Both Travis and Greg were arrested for criminal sexual conduct.

The group-influenced offender is usually a younger teen who is not likely to have past contact with the juvenile justice system. The sexual abuse occurs with a peer group present and the victim tends to be known by the offenders. The offender defers responsibility for the sexual offense to the victim and/or other participants in the group. The motivation for the sexual abuse behavior can be the result of: (a) peer pressure or expectations—therefore a "follower" dynamic; or (b) an attempt to gain peer attention, approval or leadership—a "leader" dynamic.

Therapy should separate offenders if they are referred at the same time, and compare and contrast the involved offenders' offense stories with the victim's testimony to develop a clear picture of what really happened. The offender must be confronted about his inconsistencies, rationalizations, projections and blame. Each offender then must own responsibility for the abuse and its effects on the victim. The usual referral is to an outpatient adolescent sex offender program, unless the "leader" is actually a member of one of the more severe prior offender typologies mentioned above; i.e., sexual aggressive. In such a case, referral to a residential program would be appropriate.

Conclusion

It must be stressed that the PHASE typology represents a working typology. It has undergone expansion and refinement from an initial two-type classification, and it is certain to be refined and defined further. Still, it is a starting point for beginning to answer some basic research questions about this population and for providing guidelines for those interested in the prevention and treatment of teenage sexual victimization.

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Appendix A.4

Definitions

Ruth S. and C. Henry Kempe

Child sexual abuse is the term most often used by professionals in the field to describe any sexual contact or activity between a child and an adult. ***Sexual victimization*** and ***sexual exploitation*** are used in the same broad sense. Other more limiting terms are ***sexual assault, child rape, sexual molestation and sexual harassment.***

Thus, a stranger who exposes himself in front of a child is committing child sexual abuse. So is a father who has sexual intercourse with his daughter. Most sexual abuse of children falls somewhere between these two extremes. The categories of child sexual abuse are incest, pedophilia, exhibitionism, molestation, statutory rape and rape, child prostitution and child pornography.

Categories of Sexual Abuse[1]

Child pornograpby is the arranging, photographing by still, video or film production of any material involving minors in sexual acts including other children, adults or animals, regardless of consent given by the child's legal guardian, and the distribution of such material in any form with or without profit, and the exhibition of such material, with or without profit. The 1982 landmark decision of the Supreme Court held that the twenty states with laws outlawing child pornography did not infringe on First Amendment rights of freedom of the press. Thus any state can now take the steps needed under criminal law to ban and prosecute all those involved in the child pornography industry, from producer to buyer. It may require time to evaluate the effect of this ruling but, importantly, the court held that acts need not be "obscene," a vague term, but that all materials depicting sexual activities involving children are unlawful.

The estimate of American children involved in prostitution and pornography is 300,000. The majority of older youngsters involved in prostitution and pornography do so to provide themselves with money for food, clothing, drugs and liquor. Actually they may turn over most of their money to a pimp. In either case, they feel no hope of changing their lifestyle. Testimony at one congressional hearing revealed that in Los Angeles a 12-year-old boy can earn as much as $1,000 a day in prostitution.

Child prostitution involves children in sex acts for profit and generally with frequently changing partners. This widespread practice involves boys as well as girls. Although the children are sometimes acting on their own, adults (and parents) often manage their activities and receive the profits.

Exhibitionism (indecent exposure) involves the exposure of the genitals by an adult male to girls, boys and women. The purpose for the exhibitionist is to experience sexual excitement from the encounter (he may masturbate as well as expose himself) and to register the shock or surprise of the onlooker. Although he may talk or call attention to himself, he does not usually make any other approach.

Incest is defined as any physical sexual activity between family members. Blood relationship is not required: the term "family" is used in its broad social connotation as well as to describe the actual living arrangement of the involved persons. Thus, stepfathers or stepmothers and nonrelated siblings living together, often as a result of their parents' previous marriages, are included in the definition of incest. So are other relatives who do not permanently live with the child—uncles, aunts and grandparents, for example.

Molestation is a rather vague term that usually includes other vague terms such as "indecent liberties." Molestation includes such behaviors as touching, fondling or kissing the child, especially in the breast or genital areas, engaging in masturbation of the child, or urging the child to fondle or masturbate the adult. These activities may progress to mutual masturbation or to oral-genital contact. It is an unsatisfactory term because its limits are not defined.

Pedophilia (literally "love of child") denotes the preference of an adult for prepubertal children as the means of achieving sexual excitement. Either girls or boys may be the sexual object with some variations in the patterns or preference for each. The range of actual activity may include any of the forms of sexual abuse since the term "pedophilia" really indicates not a kind of activity but the fact that a child must be the participant-object in the activity.

Statutory rape and rape*. Sexual intercourse (statutory rape) with a child of either sex, including fellatio (oral-genital contact), sodomy (anal-genital contact), or penile-vaginal intercourse, may occur without physical violence through seduction, persuasion, bribes, use of authority or other threats. The lowest limit at which a child is presumed to be able to give legal consent to intercourse varies from state to state from ages 12 to 18. Except for legal consequences, age of consent is of much less significance than the meaning of the individual experience for the child or adolescent involved.

Rape is defined as sexual intercourse or attempted intercourse without consent of the victim. Even very young children (under 6 months) have been objects of rape but the majority of victims are over 5 years of age. The perpetrators are generally younger men under 35 years of age. Rapists tend to approach child victims because they are less threatening to the rapist's self-confidence and are unlikely to have the strength to resist.

Alcoholic intoxication is often blamed for the occurrence of rape and certainly the incidence of intoxication or being "under the influence" is high. Alcohol merely acts as a trigger, reducing inhibition against impulses which are present but which might not be indulged so readily without alcohol. Alcohol does not "cause" rape: it makes its commission easier.

Rape often occurs with deliberation and planning when the perpetrator is not under the influence of alcohol or drugs, and repetition of rapes, as a pattern of aggressive behavior towards females, is a common finding. Nor is forcible rape confined to female victims. Male children and adolescents, in their own neighborhoods and especially in penal institutions, are often subjected to forced oral sex and sodomy. In the former setting, the victim may be assaulted once; in a closed environment, forced rapes may continue over years and involve many partners.

A significant number of child rapists have also practiced exhibitionism and it is this fact that has led many to reexamine long-held beliefs that divided violent from nonviolent offenders. Further, many children under age 15 who have been involved in incest or childhood rape are also victims of intrafamilial physical abuse, which may have gone undetected in the past and which is brought to light only when sexual abuse is discovered.

*Editor's Note: ***Acquaintance or date rape*** is a form of abuse that occurs most often among adolescents. It is any forced, tricked or manipulated sexual intercourse by someone the victim knows, often a date or boyfriend. It may involve verbal manipulation by the offender based on the victim's inexperience and lack of information about sexuality and her own rights in a dating situation. Figures from King County Rape Relief in Renton, Washington indicate that 40-60% of teenage girls who are sexually assaulted are victims of acquaintance rape.

1. Material used with permission from *The Common Secret: Sexual Abuse of Children and Adolescents* by Ruth S. and C. Henry Kempe. New York: W.H. Freeman and Company, 1984.

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Appendix B.1

Sample Policy
Recognizing and Reporting Child Abuse*

Troubled children may be found in families from any economic, social or ethnic group. The families are usually overwhelmed with chronic problems or are in a crisis situation. Early identification can help secure some nonpunitive, skilled assistance aimed at salvage and protection—not punishment and further deprivation.

Definitions

"Abuse" means the infliction of physical harm upon the body of a child by other than accidental means. "Neglect" means the failure to provide necessary food, care, clothing, shelter or medical attention. Abuse or neglect can be physical or psychological/emotional.

Identification in the School

1. Child's Behavior

   Child *may* be:

   Aggressive, destructive, disruptive

   Shy, withdrawn, overly compliant, fearful

   Excessively demanding of attention, even negative or punishing attention

   Erratic in attendance; punctuality

   Too early to school; very late going home from school

2. Child's Appearance

   Child *may* be:

   Inadequately dressed for weather or wear clothes that are tattered, unwashed

   Very dirty or unkempt

   Tired, lethargic, listless

   Chronically in need of medical attention, dental work, glasses

   Poorly nourished, without adequate or appropriate foods

Frequently injured or complain of severe punishment

Frequent visitor to nurse's office with vague complaints

3. Parent Attitude

Parent *may* be:

Aggressive or abusive when approached about problems concerning child

Unresponsive or apathetic

Little concerned with child; uninterested

Reporting

1. When school personnel have reasonable cause to believe that a child has suffered child abuse or neglect, they shall immediately report such incident orally to building principal. If the child's teacher and the principal feel this allegation of abuse seems well-founded the teacher will complete a child abuse report on the district form.

   Upon receipt of a child abuse report the principal will make an immediate oral report to the assistant superintendent. The principal and the assistant superintendent will confer on the allegations in the report. A decision will be made as to which of the following options shall be taken:

   a. Conference with family
   b. Referral to counselor or psychiatrist
   c. If allegation appears well-founded, report to the proper authorities

   A record of each report shall be retained by the building and assistant superintendent's office for a reasonable length of time.

2. In describing abuse, please be as specific as possible. Example: (a) purple three-inch bruise on upper left inner arm; (b) unhealed sore on leg needs attention and parent has not responded.

3. After a written report is made, one copy is filed with Central Office and one in the principal's personal file. No copy will be retained in the student's folder.

4. It is a good policy for the principal or designee to inform parents if a report is made to Child Protective Services. When approaching parents, try to extend a sense of understanding rather than condemnation in order to open doors for rehabilitation. Tell them what you have observed that prompted making a report and that you are obligated by law to do so. Most parents can accept this if approached in a matter-of-fact, nonjudgmental way.

5. Child Protective Services (CPS) will initiate further contact with the parent and arrange counseling as needed. It is not the school's role to do this, but it is appropriate to maintain contact with the CPS worker after a referral to be sure that the school continues to offer support to the abused child.

6. School personnel do not have to prove child abuse/neglect. If it is suspected, report it. School personnel who make reports in good faith are protected by the law from civil or criminal liability.

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*Developed by ETR Associates, Santa Cruz, CA, 1986.

Child Abuse Report

CONFIDENTIAL

School ____________________

Teacher ____________________

Date ____________________

Grade ____________________

Child ____
Last Name First Name Middle Name Birthdate Sex

Address ____
Number Street City Zip Telephone No.

Name of Parent, Custodian or Guardian ______________________________

Siblings: ____________________________ School: ______________________
____________________________ ______________________
____________________________ ______________________
____________________________ ______________________

Check type of abuse being reported:
☐ Physical Injury ☐ Neglect ☐ Sexual Abuse ☐ Emotional-Often Verbal

State Nature, Extent and Date of abuse:

State any evidence of previous injuries:

Report to:	Oral	Written	Name of Person Contacted	Date
☐ Parent	☐	☐	______________________	______
☐ Bldg. Administrator	☐	☐	______________________	______
☐ CPS	☐	☐	______________________	______
☐ Police-Sheriff	☐	☐	______________________	______

________________________________ ______________________ ________
Signature of person filing report Position Date

________________________________ ______________________ ________
Signature of Building Administrator Position Date

Date reported to Assistant Superintendent ____________

Signature: ______________________________
Assistant Superintendent

Sample Policy

Child Abuse/Neglect Reporting Procedure*

1. Suspected abuse/neglect is observed by school personnel (hereafter called teacher).

2. Teacher writes down observation and the child's explanation (if any), verbatim.

3. Teacher notifies site administrator of concerns.

4. Site administrator and teacher determine who will notify law enforcement and/or Child Protective Services (CPS).

5. Administrator or designee notifies police and CPS by telephone.

6. Police and CPS respond to report.

    a. Law enforcement and/or CPS may come directly to school to investigate report. If so, it is helpful to have a school person available to the student for *reassurance* and to law enforcement for information, should the need arise.

    b. Child Protective Services will begin investigation. It is appropriate to ask the agency what action will be taken and who will be investigating. Request that they give feedback to the teacher, if so desired.

    c. Tell students what is going to happen next if a child is taken into protective custody and removed from school. The administrator shall notify the student's parent that the child has been released to a law enforcement officer and the location to which the child is being taken.

7. Reporting person follows up telephoned report by completing a written report of suspected child abuse/neglect form (available from CPS) and mailing to appropriate authorities.

8. Teacher or designee contacts law enforcement and/or designated agency to obtain case disposition and offer cooperation in assisting child and family.

Adapted from *Project Help*, Cupertino Union School District. Written by Lynn Fossum and Lauralee Sorensen.

Appendix B.2

Recognizing Sexual Abuse*

No one indicator clearly shows that a young person is or has been a victim of sexual abuse. However, there are specific behaviors that teachers can watch for. It is important to recognize that these behaviors may be indicators of other types of stress and should not be viewed as proof of sexual abuse. Still, the very real possibility of sexual abuse should not be overlooked. If you observe these behaviors in a young person, it should alert you that something is wrong and requires attention. Consult with your school counselor. If you suspect that the child is or has been abused, follow your school reporting procedures or call Child Protective Services or the police.

There are many common behaviors of abused children; however, some children of ethnic minority cultures (Black, Latino, Native American, Asian) may not show the same behavioral indicators as children of the majority culture. Many minority children have developed survival skills that include a healthy cultural paranoia (a high degree of suspicion of the majority culture) and *strong* skills to hide how they are really feeling. They become adept at these behaviors in order to survive. The result is behavior that may be easily misunderstood. For example, what may seem like an indicator that something is wrong—a young person will not look you in the eye—may actually be a child who has been taught that eye contact with an adult is a blatant show of disrespect. It may not be as apparent that a child of a minority culture is being victimized.

It should also be noted that some of these actions may indicate an adolescent is an offender.

The following are some behavior indicators you might observe. Some obviously pertain to younger children, but have been included because they may still be valuable to you in identifying and understanding expressions of sexual abuse. Sexually abused children are likely to have at least several of the following characteristics:

Phobias, fears, secretive behavior

Compulsive behavior, excessive number of baths, hand washing

Full range of newly acquired bodily complaints, extreme irritability

Confused sexual identity

Appearing to have overwhelming responsibilities, role reversal in which the child assumes care of the house and children

Overly restricted social activities or overly protective father

Poor self-image reflected in overall appearance, low self-esteem

Manipulative, seductive behaviors, promiscuity

Eating, sleeping and eliminating disturbances

Loss/gain of appetite

Genital or anal itching, pain, bleeding, bruising

Difficulty in walking or sitting

Frequent or excessive crying

Depression, withdrawal, regressive behavior, acting like a much younger child

Lack of friends, inability to relate to peers

Fantasizing or exaggerated behavior

Hostile and aggressive behavior towards others, especially people in authority positions, teachers, principals, etc.

Sophisticated or explicit knowledge about sex or sexual acts

Self-destructive behaviors such as suicidal gestures, running away, truancy from school, drugs, alcohol abuse, promiscuity, prostitution

Alienation from family members

Academic difficulties (e.g., a sudden drop in grades. Sexual abuse may interfere with a young person's ability to concentrate and learn. Unfortunately, many abused children end up in special education classes.)

You may have the opportunity to observe the behavior of your students in several situations (interactions with classmates, parents, etc.). The following outlines possible behaviors within several situations that may indicate a student is a victim of sexual abuse:

Interaction of Sexually Abused Teenager with Parents

Blurring of generational boundaries

Role reversal of mother and daughter

Father overprotective of child

Close physical contact with father while mother is completely left out

Father thinks of self as young boyfriend

Mother thinks of daughter as rival

Interaction Between Sexually Abused Teenager and Classmates

Low self-image

Few (if any) friends

Not allowed social activities

May have boyfriends at school but no dates

Not allowed to spend the night at a friend's house or vice versa

Self destructive behavior—drugs, alcohol, persistent running away

Classroom Behavior of the Sexually Abused Teenager

Abrupt change in child

Severe drop in grades

Extreme moodiness

Depression—excessive crying

Newly acquired bodily complaints, especially stomach aches

Lack of self-concept, self-esteem

Afraid to be alone with an adult, especially a male

Vacillates between being ultra-adult and ultra-immature

Won't undress for P.E.

The Sexually Abused Teenager (In Classroom) While Discussing Sexual Abuse Prevention

Becomes restless and agitated or tries to become invisible (i.e., avoids eye contact, sinks down in chair, pulls away from others)

Midway through discussion complains of headache, dizziness and/or muscle cramp

May ask more questions than normal or know terminology inappropriate for age

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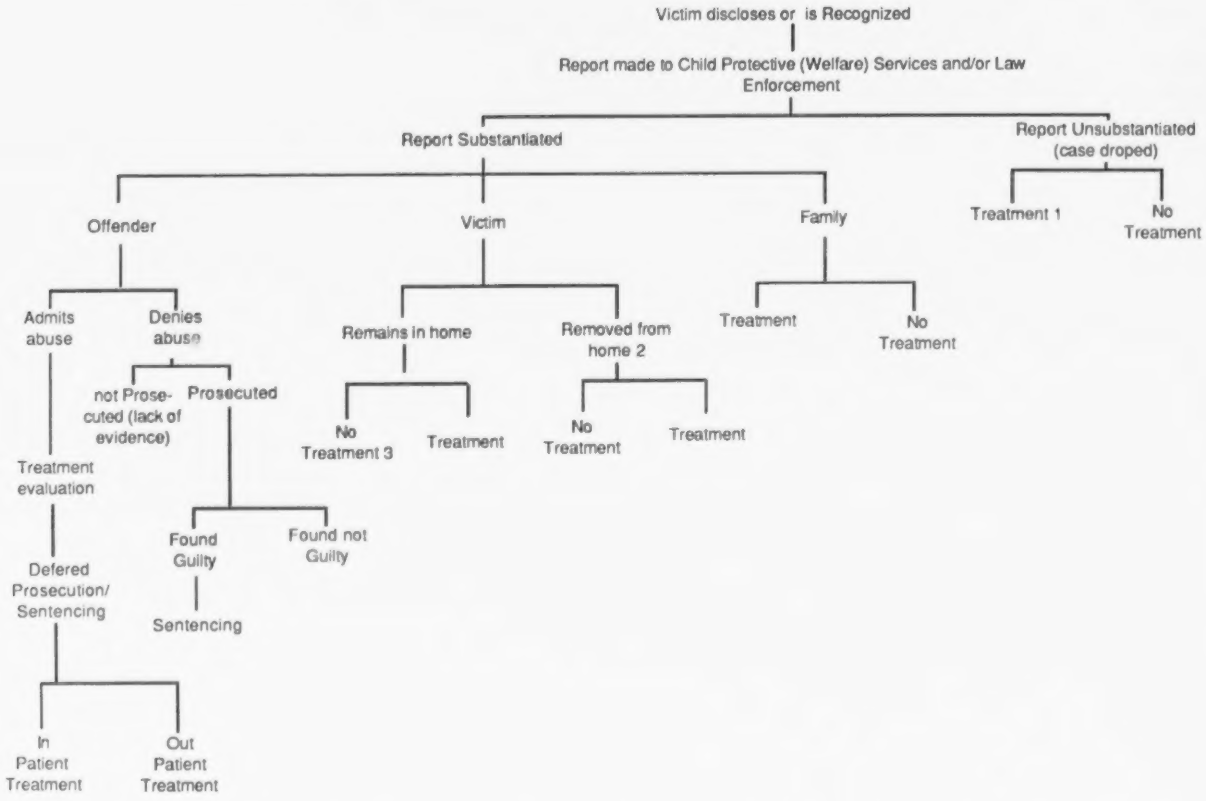
*Developed by ETR Associates, Santa Cruz, CA, 1986.

Appendix B.3

Sexual Abuse Intervention/Treatment Process*



This outline is a generalized process. The intervention/treatment process varies between states and counties. It will also vary depending on whether the offense was committed by a stranger, an acquaintance or a family member.

1. An unsubstantiated report does not necessarily mean sexual abuse did not occur. The offender may have denied the abuse and insufficient evidence may be available to substantiate the case. This does not eliminate the possibility of treatment for the alleged victim.

2. In cases of incest, it is desirable to remove the offender, rather than the victim, from the home. However, when the nonoffending parent is unable to support the child, removal from the home may be in the child's best interests.

3. Because of the lack of treatment or its cost, treatment is not always available to victims even in substantiated cases.

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*Developed by ETR Associates, Santa Cruz, CA, 1987.

Appendix B.4

Group Processes

Pyramiding

Purpose: A process for large group decision making that can be used to prioritize goals, objectives or curriculum topics for a sexual abuse prevention curriculum.

Procedure:

1. Clearly define group task (i.e., identify 12 curriculum topics to include in prevention education program).

2. Have each group member list 6 topics they believe are priorities.

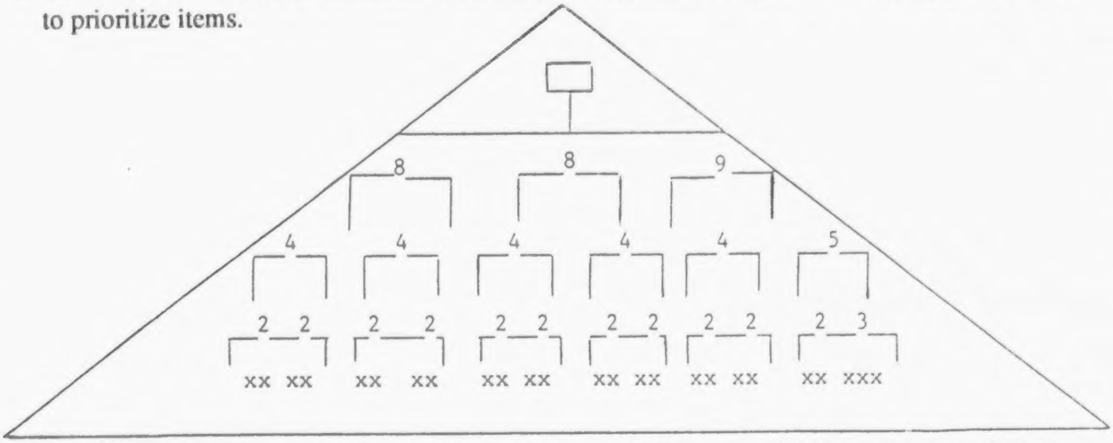
3. Form pairs to compare lists. Their task is to combine the lists and come to agreement on 6 topics by:

   a. combining like topics
   b. discussing why the other topics are important
   c. agreeing on a list of 6 topics as priorities

4. Have pairs join to form groups of 4-5. Their task is to combine their lists and come to an agreement on 8 topics which they will do by following the same process as above (a-c, above).

5. Repeat the process until the number of lists is reduced to three.

6. Combine the three lists to make a master list of 20 or less items. Use paired weighting (see pg. 163) to prioritize items.



Note: Groups will rarely divide neatly into the group sizes suggested. Keep groups as close as possible to ideal size as they move through the steps and combine.

Paired Weighting

Purpose: A group decision making process that can be used to prioritize goals, objectives or curriculum topics for sexual abuse prevention education programs. May be used in conjunction with Pyramiding.

Procedure:

1. Clearly define group task. For example, to prioritize a list of possible curriculum topics to include in a prevention education program.

2. Brainstorm a list of topics or use list generated by Pyramiding.

3. Combine like topics to a list of no more than 20.

4. Assign each topic a number (i.e., 1-20).

5. Pass out Paired Weighting Form (see pg. 165).

6. Instruct group to compare topic number 1 with topic number 2 through 20 across the first row and to circle the one they think is more important to sexual abuse prevention education. Do the same for each row.

7. When all members have completed this step, have them tally all the number 1s they have circled, all the 2s, etc., and record the total of each at the right hand side of the page. Point out to them that each number, with the exception of 1, appears in every row.

8. When all members have tallied their numbers, collect the handouts.

9. Add up the totals for each number and display on poster paper in the order of priority. The topic that received the most votes is listed first.

Note: Because this process is fairly complicated, you may first want to take the group through the practice form on page 164. Copy the example on butcher paper.

Paired Weighting Decision Making Process Practice Form

						TOTALS
1	1	1	1	1	1=	
	2	2	2	2	2=	
		3	3	3	3=	
			4	4	4=	
				5	5=	
					6=	

1 = Mexican
2 = Chinese
3 = Italian
4 = Hamburgers
5 = Seafood
6 = Continental

Tell the group that they are to decide (as a group) where they will go to lunch. Take group through numbers 6 and 7 of the paired weighting procedure on p. 163.

Paired Weighting Form

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1=
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2=
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3=
4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4=
5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5=
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7 8 9 10 11 12 13 14 15 16 17 18 19 20
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Possible topics:

1. Assertiveness skills
2. Communication skills
3. Community resources
4. Coping with peer pressure
5. Definition and dynamics of consent, power and empowerment
6. Definition and dynamics of types of sexual abuse
7. Definition of healthy sexuality, positive relationships, homosexuality and masturbation
8. Empathy
9. Helping a friend
10. Information and skills to cope with conflicting feelings about sexuality
11. Media Influences
12. Risk-taking behavior
13. Safety and protection skills, information about strangers, self-defense skills
14. Self-esteem building activities
15. Sex-role expectations
16. Sexual abuse is never the victim's fault
17. Teen parenting
18. Touch continuum
19. Trusting your feelings, intuition, using "red flags" in situations, recognizing and responding to high-risk situations
20. Values clarification

Appendix B.5

Curriculum Evaluation Guidelines*

Definition and Information

1. Sexual abuse is defined in terms appropriate to the age of students. Yes ___ No ___

2. The definition of sexual abuse includes a range of sexual offenses and provides examples. Yes ___ No ___

3. The curriculum emphasizes that offenders are usually known to the victim (e.g., acquaintances, friends and family members). Yes ___ No ___

4. The curriculum emphasizes that sexual abuse of children is most likely to involve bribes, threats and the use of authority rather than physical force. Yes ___ No ___

5. Students are given language to enable them to talk about sexual abuse. Yes ___ No ___

6. Emphasis is on the offender as clearly being responsible for sexual abuse. The victim is never to blame. Yes ___ No ___

Skills

1. Students' skills are increased in recognizing potentially abusive situations, both non-touching and touching offenses. Yes ___ No ___

2. Students' skills are increased in avoiding abusive situations. (Skills may include questioning confusing behavior, seeking help from others, saying no and other assertive responses and/or self-defense.) Yes ___ No ___

3. Students' skills are increased in identifying people at home and in their community who can help. Yes ___ No ___

4. Students are given practice, role plays or sample phrases in how to tell a helping person if abuse occurs of if they are confused or afraid. Yes ___ No ___

5. Students are encouraged to tell and keep telling until someone helps. Yes ___ No ___

6. Students are encouraged to tell even if the abuse has stopped. (It is never too late to tell.) Yes ___ No ___

Style of Presentation

1. The tone is not frightening to the adolescent. Yes ___ No ___

2. The material is culturally relevant. Yes ___ No ___

3. Stereotypes of race, ethnicity, age or sex are not used. Yes ___ No ___

4. Time is provided for questions and discussions. Yes ___ No ___

5. The material is sensitive to the probability that there are students in the class who have been sexually abused. Yes ___ No ___

---

*Developed by the Washington State Coalition for Sexual Abuse Prevention Education, 1983.

Appendix B.6

Program Evaluation Forms

Sample Student Feedback Form

1. For each of the following sections, please check the space that best describes how valuable you feel that activity was for you:

DAY	ACTIVITY	NOT VALUABLE	SOMEWHAT VALUABLE	VERY VALUABLE	COMMENTS	CHECK IF ABSENT
1.	(name of activity)					
2.	(name of activity)					
3 .	(name of activity)					

2. Has this program helped you understand sexual abuse prevention?

___________ a little better
___________ a lot better
___________ no difference

3. Will what you've learned from this program help you protect yourself against sexual abuse?

___________ a little
___________ a lot
___________ no difference

4. Has this program helped you talk about sexual abuse with your parents and/or others?

___________ a little
___________ a lot
___________ no difference

5. If you had to list one thing you have learned from this unit that will help you in your everyday life, what would it be?

6. Was there anything you really liked in this program?

___________ no
___________ yes (If yes, what?)

7. Was there anything you didn't like in the program?

___________ no
___________ yes (If yes, what?)

8. Was there anything in the course that made you feel uncomfortable?

___________ no
___________ yes (If yes, what?)

9. Do you think this was a good time in your life to learn about sexual abuse? If not, when would you have liked to receive this information?

___________ no (If no, when?)
___________ yes

10. Is there anything this program should cover which was not covered?

___________ no
___________ yes (If yes, what?)

11. Do you have any suggestions for improvement or other comments?

12. Considering everything, how would you rate this program?

___________ excellent
___________ good
___________ average
___________ poor
___________ very poor

---

*Developed by Hueneme School District, Port Hueneme, CA, 1980.

Sample Parent Feedback Form*

1. Has taking this program helped to open communication with your child in this subject area?

____________ A little
____________ A lot
____________ No difference

2. Were there areas of the program you especially liked?

3. Was there anything you didn't like?

4. Do you have any suggestions for improvement or other comments?

5. Overall, how would your rate the Sexual Abuse Prevention unit?

____________ Excellent
____________ Good
____________ Average
____________ Poor

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*Developed by Hueneme School District, Port Hueneme, CA, 1980.

Teacher's Lesson-by-Lesson Evaluation*

Lesson ______________________________

	No				Yes
I was comfortable with material	1	2	3	4	5
Students responded as anticipated	1	2	3	4	5

Areas in which students seemed confused ______________________________

____

____

Things I would change ______________________________

____

Unexpected happenings ______________________________

____

Students who reported being sexually abused in some way:

____

Other abuse reported ______________________________

Notes to myself ______________________________

____

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*Adapted from *Personal Safety: Curriculum for Prevention of Child Sexual Abuse.* Marlys Olson, Child Sexual Abuse Prevention Program, Tacoma School District, Tacoma, WA.

Appendix B.7

Parent Notification Letters*

Dear Parent:

During the week of __________ all ____________ grade students will be involved in a sexual abuse prevention education program.

Because of the alarming rise in incidents of rape and sexual abuse both nationwide and in ____________ County, we feel the need to present factual information on the topic and make the unit a part of the curriculum.

Please sign and ask your child to return this permission slip to his/her teacher by ____________.

Sincerely,

Principal

- -

________ I have no objection to my son/daughter ____________________________
(student name)
participating in the sexual abuse prevention education program.

________ I do not want my son/daughter ____________________________________
(student name)
to participate in the sexual abuse prevention education program.

Signed ________________________________ Date ______________________________
(parent/guardian)

Developed by ETR Associates, Santa Cruz, CA, 1986

Dear Parents:

This year over ________ children in _________ County were sexually molested. We share your concerns about the safety of our children in their travel to and from school as well as their personal safety in and around home.

During the next several weeks, we will be having a short unit of study on personal safety. It will cover safety with strangers and friends, appropriate and inappropriate touching, assertive responses, and family and community support systems available to your child.

We are attaching information for parents in order that we may be partners in protecting your child.

If you have any questions, please drop in and talk with me, or feel free to call.

Sincerely,

Principal (or teacher)

Appendix C

National Organizations

The following major organizations provide child sexual abuse prevention and treatment information and services.

American Humane Association (AHA), American Association for Protecting Children, 9725 E. Hampden Ave., Denver, CO 80231, (303) 695-0811. A national center for promoting and creating child protective services. Provides program planning, community planning, consultation, education and training.

Child Welfare League of America (CWLA), 67 Irving Pl., New York, NY 10003, (212) 254-7410. An organization composed of direct-service public and private agencies throughout the United States and Canada. Sets standards for its members to help them provide high quality social services for children and their families. A catalog of publications and audiovisual materials is available free upon request.

Committee for Children, 172 20th Ave., Seattle, WA 98122, (206) 322-5050. A nonprofit organization that focuses on child sexual abuse prevention including school-based curriculum development, professional training and community education.

Council for Exceptional Children (CEC), 1920 Association Dr., Reston, VA 22091, (703) 620-3660. A membership organization that provides information to teachers, administrators and others concerned with the education of handicapped and gifted children. The council maintains a library and data base on professional literature in the field of special education; publishes books, monographs, digests and audiovisuals; sponsors annual conferences; provides information and assistance to lawmakers in the preparation of appropriate legislation regarding the education of the handicapped and gifted; and coordinates the North American Political Action Network supporting the rights of exceptional persons.

Family Resource Coalition (FRC), 230 N. Michigan Ave., Suite 1625, Chicago, IL 60601, (312) 726-4750. A membership organization composed of social service agencies concerned with family issues and strengthening families through preventive services. FRC maintains a clearinghouse for information on family resource programs throughout the United States and Canada, publishes a quarterly newsletter and program directory, sponsors conferences and workshops, and provides technical assistance.

International Society for the Prevention of Child Abuse and Neglect (ISPCAN), 1205 Oneida St., Denver, CO 80220, (303) 321-3963. Provides a forum for the exchange of information on child abuse and neglect by publishing *Child Abuse and Neglect: The International Journal* and sponsoring an international congress on child abuse and neglect every two years.

C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, 1205 Oneida St., Denver, CO 80220, (303) 321-3963. Emphasizes the development of treatment programs for abused children, conducts training programs and offers technical assistance. A catalog of materials and services is available upon request.

Military Resource Center, 6501 Louisdale Ct., Ste. 900, Springfield, VA 22150, (703) 922-7671. An international center to support family advocacy in the military services. Develops and maintains information on programs that support military family needs, collects and disseminates information and provides technical assistance to professionals who serve military families.

National Assembly of National Voluntary Health and Social Welfare Organizations, Inc., 1346 Connecticut Ave., NW, Suite 424A, Washington, DC 20036, (202) 296-1515. The assembly seeks opportunities to demonstrate the importance of voluntary human services by defining and distinguishing their characteristics and responsibilities from those of the government and private sectors. The assembly arranges meetings between its constituents and decision makers in government and industry, publishes materials about the organization and its members, and educates the public through literature and the media and by participating in conferences such as educational forums.

National Center on Child Abuse and Neglect (NCCAN), Children's Bureau, Administration for Children, Youth and Families, U.S. Department of Health and Human Services (HHS), P.O. Box 1182, Washington, DC 20013, (202) 245-2856. Administers federal funds for child abuse prevention and treatment, research and demonstration projects. NCCAN also operates the NCCAN Child Abuse Clearinghouse, P.O. Box 1182, Washington, DC 20013, (703) 821-2086.

National Committee for the Prevention of Child Abuse (NCPCA), 332 S. Michigan Ave., Suite 950, Chicago, IL 60604-4357, (312) 663-3520. Volunteer-based organization of private citizens working with community, state and national groups to educate and inform the public about child abuse prevention. Catalog of publications available upon request.

National Child Abuse Coalition (NCAC), 1125 15th St., NW, Ste. 300, Washington, DC 20005, (202) 293-7550. Composed of national organizations with a significant interest in the field of child abuse prevention and treatment. Objectives include ensuring the ongoing national focus on child abuse, coordinating activities implemented by state and local groups within each organization's national network system, and keeping the members informed about federal legislation relating to child abuse.

National Legal Resource Center for Child Advocacy and Protection, 1800 M Street NW, Washington, DC 20036, (202) 331-2250. Provides technical assistance, legal consultation and publications to those in the legal profession who handle child abuse cases.

Parents Anonymous, 6733 S. Sepulveda Blvd., Ste. 270, Los Angeles, CA 90045, (213) 410-9732. National organization providing over 1500 professionally facilitated self-help groups for parents, children, adults abused physically and emotionally, and adults sexually abused as children.

Parents United/Daughters and Sons United/Adults Molested as Children, P.O. Box 952, San Jose, CA 95108, (408) 280-5055. National self-help organizations with chapters throughout the U.S. offer support groups for child victims and adults who were child victims, train professionals who want to establish treatment programs, assist families involved in child sexual abuse.

V

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Child Sexual Assault and Abuse: Guidelines for Schools. Davis, I. Lorraine. Publication Department, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI, 53707.

Making It Work: A Community Action Plan for the Prevention of Teen Acquaintance Rape. Alternatives to Fear, 1605 17th Avenue, Seattle, WA, 98122, (206) 328-5347.

Questions Teachers Ask About Legal Aspects of Reporting Child Abuse and Neglect. Tower, Cynthia Crosson. Chicago: National Education Association, 1984.

Trainer's Manual: Prevention of Child Sexual Abuse. Downer, Ann. Committee for Children, P.O. Box 51049, Wedgewood Station, Seattle, WA, 98115, (206) 322-5050.

Adolescent Curricula

Child Abuse - An Instructional Unit for High School. Cadd, Susan. Milpitas Unified School District, 1331 East Calaveras Blvd., Milpitas, CA, 95035, (408) 945-2300.

Incest Prevention Program: Janowiak, Pat. Ravensewood Community Mental Health Center, 4550 North Winchester, IL, 60640, (312) 878-4300.

No Easy Answers. Anderson, Cordelia. Illusion Theater, Minneapolis, MN. Distributed by Network Publications, P.O. Box 1830, Santa Cruz, CA, 95061- 1830, (408) 429-9822.

Personal Safety and Decision-Making. Downer, Ann. Seattle Institute for Child Advocacy, Committee for Children, Seattle, WA. Distributed by Network Publications, P.O. Box 1830, Santa Cruz, CA, 95061-1830, (408) 429-9822.

Personal Safety: Curriculum for Prevention of Child Sexual Abuse. Olson, Marlys. Child Sexual Abuse Prevention Program, Tacoma School District Administration Building, P.O. Box 1357, Tacoma, WA, 98401, (206) 593-6624.

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This Is It/Teen Acquaintance Rape Information and Prevention Activities for Groups. Alternatives to Fear, 1605 17th Avenue, Seattle, WA, 98122, (206) 328- 5347.

Top Secret: A Discussion Guide. Flerchinger, Billie Jo and Jennifer Fay. Network Publications, P.O. Box 1830, Santa Cruz, CA, 95061-1830, (408) 429- 9822.

Books for Parents

No Is Not Enough: Helping Teenagers Avoid Sexual Assault. Adams, Caren, Jennifer Fay and Jan Loreen-Martin. San Luis Obispo, CA: Impact Publishers, 1984.

Nobody Told Me It Was Rape. Adams, Caren and Jennifer Fay. Santa Cruz, CA: Network Publications, 1984.

Where Do I Start? A Parents' Guide For Talking To Teens About Acquaintance Rape. Bateman, Py and Gayle Stringer. Seattle, WA: Alternatives to Fear, 1984.

Materials for Students

Acquaintance Rape: Awareness and Prevention for Teenagers. Bateman, Py. Seattle, WA: Alternatives to Fear, 1982.

All In My Family. Hall, Robert and Joanne M. Kassess. Wilmington, DE: Parents Anonymous of Delaware, 1985.

Date Rape. Stringer, Gayle. Network Publications, P.O. Box 1830, Santa Cruz, CA, 95061-1830, (408) 429-9822.

Dear Elizabeth. Mackey, Gene and Helen Swan. Leawood, KS: Children's Institute of Kansas City, 1983.

Frances Ann Speaks Out: My Father Raped Me. Chetin, Melen. Stanford, CA: New Seed Press, 1977.

Learning About Abuse. Aho, Jennifer Sowle and John Petras. Hillside, NJ: Enslow Publishers, 1985.

Macho? What Do Girls Really Want?. Bateman, Py and Bill Mahoney. Seattle, WA: Alternatives to Fear, 1985.

Rape: What Would You Do If?. Booker, Dianna Daniels. New York: Julian Messner, 1981.

Rapesafe. (Board game) Playing It Safe, 13742 Ridge Road, Whittier, CA, 90601, (213) 698-4131.

Sexual Abuse: Information for Preteens and Teenagers. Austin Child Guidance Center, Austin, TX.

So What If You're Not an Expert—You Can Still Take Steps to Protect Yourself Against Sexual Assault. Bateman, Py. Seattle, WA: Alternatives to Fear, 1984.

Street Survival: Deane Robbins and Jennifer James, Seattle Institute for Child Advocacy, Committee for Children, P.O. Box 15190, Seattle, WA, 98115, (206) 322-5050.

Top Secret. Flerchinger, Billie Jo and Jennifer Fay. Renton County, WA: King County Rape Relief, 1982. Distributed by Network Publications, Santa Cruz, CA.

What If: II (Board game) Playing It Safe, 13742 Ridge Road, Whittier, CA, 90601, (213) 698-4131.

Films and Audiovisual Materials for the Classroom

Acquaintance Rape Film Series.
Coronet/MTI Film and Video.

> Four films for junior and senior high school students. Designed to increase awareness and knowledge about peer exploitation.

Aware and Not Afraid.
Distributed by Migima Design. Video, 20 minutes, young adults.

> Five teenagers discuss frightening situations they have been in, and how they successfully escaped. Available in 3/4" and 1/2" formats.

Better Safe than Sorry I.
Filmfair Communications, 16mm or videocassette, 14-1/2 minutes.

> For 9-14 year-olds, the film presents potential dangers of sexual assault and suggestions for how to avoid abuse. Spanish version available.

Better Safe than Sorry III.
Filmfair Communications, 16mm or videocassette, 19 minutes, junior and senior high school.

> Dramatization presenting situations in which teenagers are victims of acquaintance rape, incest and other sexual abuse. Common sense rules for personal safety and avoidance are suggested.

Beyond Rape.
Coronet/MTI Film and Video, 16mm or videocassette, 28 minutes, high school, adults.

> Helps viewers identify the difference between sexual activity and sexual violence, as well as the forces that motivate sex offenders. Focuses on prevention.

Broken Dreams: The Secret of Dating Violence.
Duluth Women's Coalition, 70-slide presentation with synchronized sound track and 18 page discussion booklet. High school.

> Explores the problem of acquaintance rape using student actors and narrators. Designed to open discussion about values and expectations in relationships.

Don't Get Stuck There.
Boy's Town Center, 15 minutes.

A film for helping teenagers who have already been abused. In the film, adolescents share their experiences.

Incest: The Victim Nobody Believes.
Coronet/MTI Film and Video, 16mm and videocassette, 23 minutes, high school and adult.

Three young women talk about their experiences as abused children. Good background information for teachers and parents.

Killing Us Softly.
Cambridge Documentary Films, 16mm, 28-1/2 minutes.

Discusses how advertising's image of women perpetuates and promotes violence against women. Excellent film for making students aware of "hidden persuaders."

Never Say Yes to a Stranger.
Coronet/MTI Film and Video, 16mm or videocassette, 20 minutes, junior high.

Combines animation and dramatization to teach children a definition of "stranger" and safety tips to help them recognize and get away from strangers who may want to harm them.

A Night Out.
O.D.N. Productions, Inc., videocassette in sign language, 10 minutes.

In American Sign Language. Describes a teenager's encounter with one version of acquaintance rape. Good film for regular high school classes, as well as for hearing impaired.

No Easy Answers.
Indiana University Audio Visual Center, videocassette, 50 minutes.

Adaption of the play *No Easy Answers.* Aimed at teenagers' questions about sexuality and sexual abuse prevention.

Not Only Strangers.
Coronet/MTI Film and Video, 16mm and videocassette, 23 minutes, senior high.

A teenage girl is raped by a classmate and decides to file criminal charges. The film details the procedure. Explicit language.

Out of the Trap.
The Bridgework Theater, Inc., videocassette, high school.

Adapted from the play by Bridgework Theater. Designed to communicate skills and information to secondary-school-aged students that will increase their ability to prevent and deal with sexual abuse.

Sugar and Spice and All Is Not Nice.
Coronet/MTI Film and Video, 16mm, 30 minutes, high school.

> Introductory films about sexual assault for junior and senior high school students. Suggestions for responding physically and psychologically to an attack, and discussions about as sertiveness, self-defense and rape crisis hotlines.

Targets.
Coronet/MTI Film and Video, 16mm and videocassette, 18+ minutes, junior and senior high school.

> A group of teenagers involved in an accident meet an angel between life and heaven. They are granted a reprieve from death if they will agree to go to "victim school," where they learn how to avoid being a victim.

A Time To Tell: Teen Sexual Abuse.
Walt Disney Educational Media, 16mm or videocassette, 17 minutes, secondary.

> Designed for grades 7-12, the film shows a dramatized adolescent support-group discussing incest and date rape.

The Wizard of No.
Coronet/MTI Film and Video, 16mm and videocassette, 19 minutes, intermediate through junior high.

> Uses a zany wizard to teach children they have the right to say no to negative peer pressure.

Film Distributors:

Boys Town Center
Boys Town, NB 68010
(402) 498-1111

Bridgework Theater, Inc.
1131/2 East Lincoln Avenue, Suite 3
Goshen, IN 46526
(219) 534-1085

Cambridge Documentary Films
P.O. box 385
Cambridge, MA 02139
(617) 354-3677

Coronet/MTI Film and Video
108 Wilmot Rd.
Deerfield, IL 60015-9990
(800) 621-2131

Duluth Women's Coalition
Box 3205
Duluth, MN 55803
(612) 646-6177

Filmfair Communications
10900 Ventura Blvd.
Studio City, CA 91604
(818) 985-0244

Indiana University Audio-visual Center
Bloomington, IN 47405
(812) 335-8087

Migima Designs
P.O. Box 70064
Eugene, OR 97401
(503) 726-5442

O.D.N. Productions, Inc.
74 Varick Street - Suite 304
New York, NY 10013
(213) 468-5000

Walt Disney Education Media Company
500 S. Buena Vista St.
Burbank, CA 91521
(800) 423-2555

About the Authors

Joan Krebill has been in the field of child abuse and neglect prevention for over eight years. As Director of Adolescent Sexual Abuse Prevention Education for ETR Associates, she presented national workshops for school districts as part of a project funded by the National Center for Child Abuse and Neglect. She was formerly director of the Coalition for Child Advocacy in Bellingham, Washington, and an instructor at Western Washington University.

Julie Taylor is a trainer and consultant with ETR Associates in Santa Cruz, CA. As Project Coordinator for the Family Life Education and Training Program, she helped develop and implement FLE programs in over half the secondary school districts in California. In addition, she has presented national workshops in the field of family life and sexual abuse prevention education. She was a home and family life teacher for 6 years prior to her work with ETR, and served as a health educator and counselor.

A Teaching Guide to Preventing Adolescent Sexual Abuse

Joan Krebill and Julie Taylor

Specifically designed for preventing adolescent sexual abuse, this teaching guide has been created for school districts and community agencies developing such programs for secondary level students. The guide recognizes that any program for adolescents must take into account their developmental changes and challenge their thinking abilities to be successful. Comprehensive, well-organized and supportive of teacher and student, the guide includes:

◊ 8 steps to program development
◊ techniques for preparing to teach the subject of sexual abuse prevention
◊ 23 classroom activities and suggested course outlines
◊ articles for supplemental reading
◊ evaluation and reporting instruments
◊ a list of national support organizations

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